

MISSOURI DEPARTMENT OF
ELEMENTARY AND
SECONDARY EDUCATION

CURRICULUM SAMPLER

MARCH 2003



Preface: The *Curriculum Sampler*—What It Is, What It Is Not, and How to Use It

Staff members of the Curriculum Services Section of the Missouri Department of Elementary and Secondary Education are pleased to offer this first edition of the *Curriculum Sampler*. The *Sampler* serves two complementary purposes: 1) to provide district staff with samples of curricula and 2) to inform district personnel about appropriate curricular components.

As a collection of examples of curriculum from Missouri school districts, the *Sampler* represents the current “state of the state” with respect to curriculum development. The quality of these examples varies, but each one meets MSIP standards for curriculum. Department staff and a committee of curriculum specialists from around the state evaluated submitted examples to ensure consistency with MSIP requirements.

While the *Sampler* will inform the curriculum-development and revision processes, it is **not a model curriculum**. It is simply a compendium of helpful examples of curriculum from a variety of different types (large, small, rural, and urban) of our state’s school districts.

The *Sampler* is organized to allow users to access a specific component of interest (e.g., Goals for Graduates, Rationales, or complete curricular units) independently of other components. However, educators may also use the *Sampler* in its entirety as a reference and resource document. Regardless of how a user approaches the *Sampler*, it will be an effective tool for creating and refining local curricula.

The *Sampler* is an evolving, dynamic document. Thus, we are not providing it in hard-copy form. Rather, we are offering it as a “virtual” publication that will be updated on a regular basis as new curricular examples come to us. (We already know that the next edition of the *Sampler* must include good examples of measurable learner outcomes addressing equity, research, technology, and work-place readiness.) We encourage district personnel to share their best examples with us for inclusion in the *Sampler*, so the document will continue to “grow,” along with our collective understanding of what constitutes quality curricula.

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Table of Contents

Preface	i
Introduction	4
Missouri School Improvement Program Standard 6.1	6
Goals for Graduates.....	7
Course Rationale	10
Communication Arts	11
Mathematics	13
Science	14
Social Studies.....	15
Health/Physical Education	16
Fine Arts.....	17
Vocational Education.....	19
Foreign Language	20
Course Description	21
Communication Arts	22
Mathematics	23
Science	24
Social Studies.....	25
Health/Physical Education	26
Fine Arts.....	28
Vocational Education and Foreign Language	30
Measurable Learner Objectives	31
Communication Arts	32
Mathematics	34
Science	35
Social Studies.....	37
Health/Physical Education	40
Fine Arts.....	42
Vocational Education.....	43
Instructional Activities	44
Assessment	45
Alignment.....	46
Equity and Awareness, Technology, Research, and Workplace-Readiness.....	52
Curriculum Format Examples	54
Communication Arts	54
Mathematics	63
Science	75
Social Studies.....	85
Health/Physical Education	95
Fine Arts.....	103
Vocational Education and Foreign Language	120
Putting It All Together	137
Selected Responses to the <i>Curriculum Sampler</i> Survey	160
School Districts with Curricula on the Web.....	164
How to Submit Curriculum Samples.....	165
Appendix A: Curriculum Review Worksheet	166

School Districts that Contributed to the *Curriculum Sampler*

Adrian R-III	Mehlville R-IX
Boonville R-I	Meramec Valley R-III
Branson R-IV	Nixa R-II
Butler R-V	North Callaway Co. R-I
Cape Girardeau 63	North Kansas City 74
Cole County R-I	Osage Co. R-I
Columbia 93	Pattonville R-III
Farmington R-VII	Rockwood R-VI
Ferguson-Florissant R-II	School of the Osage R-II
Fort Osage R-I	Springfield R-XII
Gasconade County R-II	Ste. Genevieve Co. R-II
Hazelwood	Sullivan C-2
Holden R-III	Washington
Lebanon R-III	Waynesville R-VI
Lee's Summit R-VII	Wellington-Napoleon R-IX
Lindbergh R-VIII	

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Introduction

Purpose

The purpose of the *Curriculum Sampler* is twofold: 1) to provide educators in Missouri school districts with samples of curricula and 2) to inform school districts of appropriate curricular components. The format of the curriculum samples was determined by the requirements set forth by the Missouri School Improvement Program (MSIP). The samples are consistent with the MSIP requirement that curriculum guides include:

- a rationale for each subject or course,
- course descriptions,
- goals for graduates,
- clearly-stated measurable objectives for each course at each grade level that are aligned to the Missouri Show-Me Standards (process and content),
- articulation through grade levels and course sequences, and
- board of education approval.

Additionally, the samples represent components of quality curricula and include:

- suggested activities and
- detailed assessment strategies.

The samples are representative of “good” curriculum, not perfect curriculum, created by Missouri school districts. Only one or two objectives from a course are included as examples of curriculum. Therefore, the examples do not represent a complete curriculum and are not intended to be a complete curriculum. They are not examples of the only way to record curriculum. The samples do not set a standard for length, descriptiveness, required curriculum elements, or format. The fact that the examples differ in format, length, descriptiveness, etc., should be interpreted to mean that curriculum does not have to look the same to be effective.

Background Information

A committee of teachers, administrators, representatives from the Show-Me Curriculum Administrators Association, and Missouri Department of Elementary and Secondary Education personnel created a Curriculum Review Worksheet to evaluate curriculum for inclusion in the *Curriculum Sampler*. The committee reviewed the required components, asking questions such as these:

- Does the course rationale clearly relate the general goals of each subject area?
- Are clear descriptions provided at appropriate grade levels for the subject area (elementary) or course (secondary)?
- Are well-defined goals for graduates established for the subject area?
- Are specific, measurable learner objectives written for each course/grade level?
- Are appropriate references indicated aligning most of the measurable learner objectives to the knowledge, skills, and competencies that students need to meet the district’s goals, the Show-Me Standards, and other appropriate standards?

- Are instructional activities, strategies, and formative assessments provided (including performance-based assessments) for a majority of the learner objectives?
- Does evidence exist that individual learner objectives have been articulated by grade level/course?
- Does evidence exist that equity, technology, research, and workplace-readiness are addressed in the curriculum?

The committee also reviewed curricula for quality components, asking questions such as:

- Do the objectives, strategies, and assessments include in-depth study of significant concepts?
- Do the objectives, strategies, and assessments provide experiences and applications that demonstrate current and emerging career options and connect to life?
- Do the objectives, strategies, and assessments provide higher-order thinking and problem solving for all students and opportunities for the application of these skills?
- Do the objectives, strategies, and assessments provide for the learning needs of all students while maintaining high expectations and performances?
- Do the instructional strategies and activities provide students with opportunities to connect and apply their learning to real-life experiences?
- Are the instructional activities and assessments internally aligned to the curriculum objectives?
- Are the instructional activities and assessments aligned to the Missouri Show-Me Standards, Frameworks for Curriculum Development, and other appropriate standards?
- Do the assessments provide opportunities to complete tasks similar to those used by the Missouri Assessment Program?
- Do the assessments provide a wide range of opportunities to demonstrate proficiency?

The *Curriculum Sampler* is similar to district curriculum guides in that it is an evolving and changing document. It will be updated periodically to reflect the needs of Missouri school districts.

Missouri School Improvement Program (MSIP) Instructional Design and Practices

6.1 The district implements written curriculum for all its instructional programs.

1. Each written curriculum guide must include the following components:
 - a rationale which relates the general goals of each subject area and course to the district's mission and philosophy
 - a general description of the content of each subject area at the elementary level and each secondary-level course
 - general goals for graduates in each subject area
 - specific, measurable learner objectives for each course at each grade level
 - alignment of the measurable learner objectives for each course to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards
 - instructional strategies and specific assessments (including performance-based assessments) for a majority of the learner objectives
 - evidence that individual learner objectives have been articulated by grade level/course sequence
 - date of board review and approval for each curriculum guide
2. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.
3. The written curriculum incorporates content and processes related to equity, technology, research, and workplace-readiness skills.
4. Systematic procedures are used to review and revise the written curriculum.

Taken from: Missouri Department of Elementary and Secondary Education. (2001). *Missouri School Improvement Program Integrated Standards and Indicators Manual*. p.14.

Goals for Graduates

MSIP Standard 6.1.1 *Each written curriculum guide must include general goals for graduates in each subject area.*

Goals for Graduates should list the learning goals that all graduates of the school district must demonstrate. The goals should incorporate the Missouri Show-Me Standards. Some school districts list district goals and subject-area goals for graduates, while some list only district goals.

Examples of District Goals for Graduates

I.

A school district graduate should be able to meet the following goals:

Gather, analyze and apply information and ideas;
Communicate effectively within and beyond the classroom;
Recognize and solve problems;
Make decisions and act as responsible members of society;
Develop a plan for career and educational opportunities beyond high school graduation, with counseling guidance, and;
Demonstrate applied knowledge utilizing appropriate technologies.

II.

As a result of each student's experience in the district, he or she will be:

A problem solver who:

- works collaboratively.
- identifies and analyzes problematic situations.
- envisions a variety of solutions.
- formulates a plan to solve problems.
- uses appropriate technology to facilitate the problem-solving process.
- implements plans.
- monitors the problem-solving processes and applies the knowledge to new situations.
- exhibits confidence in establishing the validity of solutions.

A self-directed learner who:

- cultivates the knowledge skills and confidence to assume responsibility for intellectual, emotional and physical well-being.
- possesses an inquisitiveness that stimulates creative thought and expression.
- maintains a continuous quest to enhance the quality of life for self and others.
- sets goals according to reasoned principles.
- uses self-discipline to pursue goals effectively, restructuring goals as needed.
- adapts to changes through personal growth and adjustment.

An effective communicator who:

- presents ideas in a variety of contexts.
- represents and articulates original ideas.
- respects other viewpoints and responds with sensitivity and insight.

A responsible citizen who:

- possesses a sense of personal and cultural heritage.
- honors, appreciates, and interacts with the citizens of the local and global community.
- uses ethical, aesthetic, democratic, and practical values to guide behavior.
- productively contributes to the global community.

Examples of Subject-Area Goals for Graduates

Communication Arts

Upon graduating, students will be able to:

1. Speak and write standard English with fluency and facility using proper grammar usage, punctuation, spelling and capitalization.
2. Read with facility, fluency and comprehension and be able to evaluate fiction and non-fiction works.
3. Write formal and informal exhibitions with clarity and proper form.
4. Orally make presentations on issues and ideas.
5. Identify and evaluate relationships between language and cultures.

Mathematics

Graduates will enhance their professional abilities in the workplace and personal abilities in their lives by:

- a) demonstrating a positive disposition about mathematics,
- b) applying the use of technological and mathematical tools,
- c) analyzing problems and arriving at reasonable, logical solutions,
- d) communicating mathematical knowledge and related skills effectively,
- e) applying mathematical concepts and skills, and
- f) recognizing mathematics as an on-going endeavor.

Science

Upon graduation, students will possess knowledge, skill and facility to deal with the scientific world and make inquiries based on the scientific method of investigation. All students will possess a basic knowledge of science and the skills to proceed into post-secondary study or into vocational technical occupations that depend on in-depth knowledge in the sciences.

Social Studies

The goals in social studies for graduates are based on the Missouri Show-Me Standards, both in performance as well as specific knowledge standards.

In social studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

- principles expressed in the documents shaping the constitutional democracy in the United States
- continuity and change in the history of Missouri, the United States and the world
- principles and processes of governance systems
- economic concepts (including productivity and the market system) and principles (including laws of supply and demand)
- the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and environment
- relationships of the individual and groups to institutions and cultural traditions
- the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Physical Education

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment.

Visual Arts

1. Develop skills for creative self-expression through art production
2. Think critically, solve problems, and make aesthetic decisions
3. Make informed judgments and evaluations
4. Work cooperatively within groups
5. Respect diverse points of view
6. Understand different cultures and periods through art
7. Develop self-discipline
8. Develop awareness of various art careers

Course Rationales

MSIP Standard 6.1.1 *Each written curriculum guide must include a rationale which relates the general goals of each subject area and course to the district's mission and philosophy.*

A course rationale contains a justification for a subject area or course. Rationales explain why certain content is taught and how the content relates to the district's mission and philosophy or goals for graduates. Rationales may also state why certain methods of instruction are used. Developing a rationale for a subject area promotes a unity of purpose among all teachers who teach a subject regardless of grade level.

Course rationales at the elementary school level may incorporate several grade levels if the methods of instruction and overall relationship of the content to the goals for graduates remains constant. At the secondary school level, most courses should have individual rationales. However, the same rationale may serve closely related, sequenced courses such as Spanish I and II.

Checklist for a Quality Rationale

The rationale:

- ✓ explains why, in a subject area or course, certain content is taught or why certain methods of instruction are used,
- ✓ explains how the goals of a subject area or course relate to the expectations for district graduates and the district's mission and philosophy,
- ✓ convinces readers that the subject area or course is important for all students to study,
- ✓ communicates clearly to school boards, parents, community members, and students, and
- ✓ reflects consensus reached among faculty regarding the preceding criteria.

Examples of Communication Arts Rationales

K-5

The rationale of communication arts instruction in kindergarten through fifth grade is to teach children how to communicate with others appropriately and clearly. We strive to teach the principles of language and reading through activities and lessons which prepare them to use correct word usage, develop listening skills, express opinions and facts based on information gathered from a variety of sources.

Through instruction in communication arts, the students will grow to be literate, productive citizens in the future.

Grade 3

Communication arts are central to the development of human beings. As young learners, children purposefully read, write, talk and view to relax; to combine experiences and knowledge; to access and interpret information; to reason; to generate new ideas; to solve problems; to make decisions; to explore possibilities; to communicate these experiences to others; to develop self-confidence as readers and writers; and to recognize communication arts as a source of enjoyment. Learning basic skills and applying those basic skills give young children the background they need to become life-long learners in the area of communication. Communication arts are embedded within all academic subjects.

Grade 5

The basic activities in an effective communication arts program equip students to combine a variety of sequentially acquired skills to derive meaning from text and communication. The fifth-grade teachers guide students through a communication-arts program to help them learn, practice, apply, and integrate specific skills so that they can become independent readers and writers. However, students need to go beyond basic activities to become proficient readers, creative writers, and expressive speakers who can benefit from the pleasures, inspirations and knowledge gained from knowing how to read and effectively communicate.

Grade 7

One of the main goals of seventh grade communication arts is to produce a knowledgeable and understanding citizen. Teachers will present a study of quality literature from not only this culture but also others to expand the students' knowledge and acceptance of the variety of human experiences. Literature is one venue that is used to teach communication arts in the classroom.

Communication skills encompass reading, writing, talking, listening, viewing, and representing ideas visually to find and interpret information. Students will be instructed to communicate in each of these ways and will be expected to combine their knowledge and experience by reflecting, exploring, and generating new ideas to solve problems and make decisions. Students will be able to effectively communicate their ideas and experiences to others.

Students will be able to communicate in traditional fashions and will be enlightened of the more advanced technologies of communication. Being aware and able to use this type of communication will help in the work place. Many employers have stressed the importance of being able to manage technology resources and information along with strong interpersonal skills. All of these competencies require that students communicate effectively in a variety of situations and each is addressed in communication arts.

Examples of Mathematics Rationales

Elementary

The district mathematics curriculum respects the importance of mathematical literacy for all students. The curriculum, based upon National Council of Teachers of Mathematics Standards as well as Missouri Show-Me Standards, is student-centered and will allow students to explore, discover, conjecture, and apply mathematics. To facilitate student learning, teachers utilize a variety of techniques such as direct instruction, cooperative learning, and appropriate use of computers and calculators. Through numerous and interrelated mathematical experiences, students will work to attain the following goals:

- become mathematical problem-solvers,
- communicate mathematically,
- reason mathematically,
- connect mathematics to their daily lives,
- develop confidence in their own abilities to do mathematics, and
- appreciate and understand the role of mathematics in real-world situations.

The district's mathematics curriculum has a multi-faceted focus, including problem solving, critical thinking, computation, and the integration of technology. These components and goals are an important part of each student's educational experience. They provide the coherent viewpoint that mathematics is more than a body of knowledge; it is a way of thinking.

Pre-Algebra, Grades 7-8

Pre-algebra is one of the steps in preparing students to become critical thinkers ready to join the work force. Through mathematics, students not only need to develop skills with numbers, but the ability to set up problems, approach problems with a variety of techniques and understand the underlying mathematical features of such problems. Problem solving must be a central theme of our mathematics so students can explore, create and reason while developing the ability to work with others to arrive at a solution. Students are now encouraged to communicate and reason mathematically, but perhaps most important they need to believe in the utility and value of their mathematics.

Algebra I

The content in algebra provides the foundation for future work in mathematics and science. An understanding of algebra is essential in preparation for careers that utilize or depend upon mathematics. It provides students with tools to represent and solve problems in a variety of ways. Students will better understand the language and abstract symbols of mathematics and how to use that language in real-life applications.

Geometry

The purpose of geometry is to continue to develop students' skill sin spatial visualization, pictorial representation, and application of geometric ideas and concepts to describe, represent, answer questions about natural, physical, and social phenomena. Geometry allows students to study visual patterns, describe space, and observe relationships in their environment.

Examples of Science Rationales

Grade 2

The basic activities in an effective science program prepare students to solve problems using the scientific method. The second-grade teachers guide students through the science program to help them learn, practice, apply, and integrate specific skills so that they can become problem solvers and independent thinkers.

Grade 7

The purpose of seventh-grade science is to develop interest in scientific inquiry through participation in hands-on and problem-solving activities. Science strengthens students' intellectual growth; it builds knowledge and provides opportunities for children to use a variety of skills obtained through course work. These skills are observing, measuring, communicating, ordering, classifying, predicting, and inferring. Scientific concepts provide avenues for interdisciplinary teaching as students engage in a variety of activities designed to foster their natural curiosity about the world around them.

Chemistry I

A true understanding of basic chemistry concepts is essential both as a foundation for the acquisition of new facts and for the successful application of knowledge in novel situations. Understanding chemical concepts is the primary goal of this chemistry course. The study of chemistry is essential for the students' future success in all scientific fields.

Biology II

Today's teenagers are exposed to a world that is rapidly changing due to scientific discoveries and technology. To be able to understand the changes that are taking place, the students must have a good basic foundation in science and opportunities must exist for those students to further expand upon the knowledge and curiosity through additional science courses. Biology II is a course in which those students interested in the biological aspect of life are able to gain added knowledge and skills. This course imparts knowledge of some of the more important principles of biology in a manner that achieves an understanding of the processes of scientific inquiry and logic.

Examples of Social Studies Rationales

Grade 4

Schools, along with the family and community, have the responsibility of preparing individuals to be responsible citizens of a world population. Social studies is part of the instructional process of developing competent citizens.

Grade 7

American History

Seventh grade social studies is a building block which continues to develop students' knowledge and understanding of the economic, social and political history of the United States. Students are encouraged to preserve democratic ideals and become active participants in their community and nation. By learning and utilizing social-studies skills, students will be able to think critically and apply knowledge to the world in which they live.

Grade 9

Citizenship

The first and primary reason for civic education in a constitutional democracy is that the health of the body politic requires the widest possible civic participation of its citizens, consistent with the public good and the protection of individual rights. The aim of civic education is the participation of informed and responsible citizens skilled in the arts of deliberation and effective action.

Examples of Health/Physical Education Rationales

Elementary

The elementary school physical education program contributes to the development of motor skills, lead-up sports skills, muscular strength, muscular endurance, cardiovascular fitness, and flexibility. This development occurs while the student is involved in creative thinking, problem solving, establishment of appropriate social behavior, and active engagement in physical activity. Our program is comprehensive and allows for growth in the cognitive, psychomotor, affective and fitness domains. Through our physical education program, students will gain the necessary knowledge and skills to sustain a lifestyle that contributes to personal wellness, fitness, and a positive self-concept.

Grade 9

Physical education helps students recognize the importance of physical, social, and mental wellness. As technology becomes more advanced and lifestyles more sedentary, the need for physical education and health education becomes more critical. Students must recognize the value of physical activity and the dangers associated with an unhealthy lifestyle and be prepared to make informed decisions in these areas.

Individual and Family Health—Secondary

The healthy, physically active student is more likely to be academically motivated, alert and successful in school and more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. A school health program can play a leading role in enabling students to lead healthy, active lives – now and in the future. Quality programs provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, work cooperatively on tasks that develop and enhance their conceptual understanding, and develop physical and social skills.

Examples of Fine Arts Rationales

Elementary Music

Music is the cultural, historical, and humanistic expression of a society and is a test of the quality of a nation. Through a partnership with home, business, and community, the study of music will provide an exemplary educational program for students. With the study of music, students can develop their potential through growth in aesthetic sensitivity, intellectual and technical development, and broaden cultural understanding as they prepare to live in this ever-changing world.

Middle School Music Exploration

Through a strong music program, students will develop a broad understanding of the musical principles, elements, vocabulary, visual and performing arts, historical and cultural contexts, production techniques in musical performance, and aesthetic appreciation in daily life. The program will provide a variety of exemplary educational experiences that help students become academically and ethically responsible in an ever-changing world.

Music Appreciation—Secondary

Music appreciation is a total music experience for the non-performing student. Emphasis is placed on listening, reading and discussing music from many time periods, styles and cultures. The course is designed to expose the students to a wide variety of music, to encourage students to be able to identify instruments, voices, styles, and forms of music.

Visual Art—Grade 2

The purpose of providing art in the second grade is to develop an understanding and appreciation of art. Students will have the opportunity to apply art to their lives and the world. They will be introduced to the progress of art through time via the study of various cultures, periods, themes, and processes. Students will continue to work towards mastery of the understanding and use of the elements of art and principles of design and the interrelatedness of the visual and performing arts.

Visual Art—Grade 7

The purpose for visual-arts courses is to identify and develop the art talents possessed by the students; enhance the students' sense of personal worth and self-esteem; provide the opportunity for success; and bring enjoyment to learning. Students at every grade level should develop their abilities to analyze art and its historical and cultural backgrounds in order to make relevant critical judgments; thereby, allowing the student to become a more productive member of society.

Multimedia Art—Grade 10

The purpose of integration of art and technology in the art classroom is to provide students with a foundation to gain marketable skills, to develop computer and technological literacy, to develop a knowledge of the visual arts historical and cultural contexts and to apply the principles of design in the production of original computer artwork.

Theatre Arts—Grade 8

Theatre arts helps students to stimulate creative abilities, to develop performance and critical thinking skills, and to develop self-confidence. The theatre arts course instills an appreciation for the arts and its value as a peer of every other widely accepted discipline.

Speech and Drama—Secondary

The speech and drama course is designed to build on the foundations of basic communication skills in reading, writing, listening, and speaking established in the elementary and middle schools. This is an elective course focused for those who wish to excel in the fine arts or public speaking areas. However, it is recommended for all students to increase the self-confidence in future public speaking experiences. This course will increase higher thinking, communication, research, processing and goal setting/attaining skills.

Examples of Vocational Education Rationales

Agriculture Science I

Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over twenty percent of the nation's workforce. An understanding of careers, leadership, and basic principles in the animal industry provides a sound background for the agricultural industry.

Business Technology

This area of instruction provides content for employment in one of the largest major occupational groups, administrative support. Demand in this career area will continue to expand as businesses utilize advanced office technology to increase their production efficiency and improve the quality of their products and services. This area of instruction benefits students by enhancing the word processing and communication competencies needed by administrative support professionals.

Child Development

The child-development course will enable students to: a) construct meaning pertinent to child care, guidance, and supervision; b) communicate effectively with family members, child care agencies, and professional service providers; c) solve problems based upon the developmental needs of children; d) make decisions that support the sound of physical, mental, and social development of children; and e) assess the impact of the parenting role in society.

Housing and Interior Design Curriculum

The housing and interior design course will enable students to: a) construct meaning related to living environments; b) communicate effectively with family members and providers environmentally related products and services; c) solve problems related to the physical, psychological and sociological influences that impact families in various living environments; and d) make the complex, responsible decisions necessary to create desirable living environments.

Nutrition and Wellness

The nutrition and wellness course will enable students to: a) construct meaning related to nutrition, food economics, and ecology; b) communicate effectively with family members, consumer groups, and providers of food and nutrition products and services; c) solve problems related to health and wellness, as well as food needs through the application of mathematics and science principles; and d) make responsible decisions involving family and individual food needs, the use of the food dollar and the care of food.

Examples of Foreign Language Rationales

German I—Secondary

The purpose of German I is to introduce the student to the language and culture of the German-speaking world. The main goal of this course is to teach effective communication in a variety of settings through reading, writing, listening, and speaking.

Spanish I--Secondary

The primary goal of this course is to help students develop linguistic proficiency and cultural sensitivity. By interweaving language and culture, this program seeks to broaden students' communication skills while at the same time deepening their appreciation of other cultures.

Course Description

MSIP Standard 6.1.1 Each written curriculum guide must include a general description of the content of each subject area at the elementary level and each secondary-level course.

Course descriptions summarize the content of a course and the course goals and objectives. They provide a general description of the content to be taught and should identify major topics to be studied. Course descriptions should communicate the importance of the course.

Elementary courses, such as reading, may have the same general content focus for a series of years. In such cases, a single course description may apply to a set of courses that are presented over a series of years.

Checklist for Quality Course Descriptions

The course descriptions:

- ✓ indicate the content and processes emphasized in each course and communicate the overall goals of the course,
- ✓ inform readers (faculty, students, parents, etc.) about major projects or student-performance activities used in the course, and
- ✓ communicate clearly to audiences of students and parents.

Examples of Communication Arts Course Descriptions

Grade 3

Third grade communication arts will enable students to use communication skills to the best of their ability. Reading, writing, research-reporting, listening, speaking, and viewing skills will be reinforced, expanded and applied to new learning experiences.

Grade 7

The seventh grade communication arts curriculum is a balanced program that includes both understanding and appreciation of our language and literature across the world, along with the application of traditional English in a variety of forms. The curriculum also includes practice in analysis, evaluation and application of communication processes, technology and skills for the workplace. With the variety of learning experiences, students will have more opportunities to apply communications skills as a member of the class, workplace and society.

Language Arts—Grade 10

The tenth grade language arts curriculum focuses on students writing for a variety of topics using diverse sources. Writing instruction emphasizes vocabulary, accepted patterns of organization, development and support of ideas, and acceptable usage and mechanics which prepares them for future studies and for the workplace. Students will analyze and evaluate major writings in world literature and read and respond to literature.

Examples of Mathematics Course Descriptions

Grade 4

Fourth graders use their foundation of math skills acquired in the lower grades to expand their learning on a higher level.

Fourth graders master multiplication and division facts in order to focus on more advanced multiplication and division problems throughout the year. Problem solving through the use of a variety of strategies is applied at a higher level to include these computational skills.

Fractions are an integral part of the fourth grade content. In their work, students add, subtract, find equivalent fraction, simplify, order and compare fractions as they continually relate these concepts to life events. Fourth-grade students classify and apply measurement and geometric concepts in relationship to things in their life experiences.

Grade 6

In sixth grade mathematics, students will continue their study of mathematical concepts. The study will include operations with fractions, explorations into geometry, probability and algebra, as well as basic arithmetic.

Algebra I

The first formalized course involving continuation of fundamental math deals with abstract ideas (letters in place of numbers), use of patterns, generalizations, solving linear and quadratic equations, graphing, simplifying radicals, and solving word problems. Work includes independent study.

Examples of Science Course Descriptions

Kindergarten

Science in kindergarten focuses on hands-on inquiry. Specific information is acquired through learning to think in a scientific way and by asking questions, making predictions, experimenting, graphing data, and finding solutions. Through this and other processes, students start to develop thinking skills for a lifetime of learning and problem solving. Units on the plant structure and ecology, weather, and matter will help these students begin to learn about science. It is our goal that the kindergarten science program is not limited to these units, but that the above skills are taught and reinforced in all areas of the classroom.

Grade 2

The second-grade science course continues to develop an awareness of the world in which we live. The course builds upon the knowledge that students acquired in grade one. Students further investigate Earth and space science, animals, and their environments. New topics of study include energy, matter, and forces.

Grade 8

Eighth-grade students do a long-term study of the human body. They learn the body's systems, functions, organs, cells, how drugs affect the body, nutrition, heredity, behavior, and all body processes. Students participate in a field trip to a local hospital, experiment, and view footage of internal body processes. Students also learn about the atom, measurement, mixtures, elements, chemical reactions, and chemical equations. Students investigate phenomena through the scientific method. Students keep scientific journals, conduct experiments, and do some research projects in addition to reading, writing, and testing. The curriculum contains hands-on materials, resources, and activities that are used to enhance the science curriculum.

Chemistry

Chemistry is a challenging course that requires algebra abilities. This course will investigate properties and structures of matter. Algebraic equations are used to quantify units of matter. It is assumed that all chemistry students have mastered basic algebraic expressions. Chemical reactions, the parts of the atom, gas laws, stoichiometry, and solution chemistry are a few of the topics discussed. Laboratory investigations play an increasing role as the second semester progresses. Laboratory notebooks are expected and will be graded using a common scoring guide.

Examples of Social Studies Course Descriptions

Kindergarten

Kindergarten social studies promote the development of skills that are the foundation of all social studies objectives covered in the district social studies curriculum. The primary focus is on developing a sense of who the child is and their role in the home, school and community.

Grade 3

Third grade social studies emphasizes map study, government/economics and historical events. Through an interactive approach, students will recognize their importance as individuals to their family, community and country.

Grade 7

Seventh-grade social studies is the study of the American system of government and the principles that led to its founding expressed in documents such as The Magna Carta, The Mayflower Compact, and The Declaration of Independence. Included will be the study of important documents such as the United States Constitution and The Bill of Rights that govern our nation today. Students will also study the principles of the American economic system such as the law of supply and demand and the free market economy.

American History—Secondary

This course covers the development of the United States to the present time. Emphasis of this course will be on economic, social, political aspects of American life, and development in the twentieth century as seen through domestic and international relations. This survey course attempts to provide a broad overview but focuses on aspects of the twentieth century in greater detail.

Examples of Health/Physical Education Course Descriptions

K-5 Health/Physical Education

The Health/Physical Education curriculum is based on twelve core conceptual objectives (CCO's) developed by district health/physical educators with input from other members of the community. These core concepts are aligned with state and national content area standards. The core concepts are referenced to the Missouri Show-Me Standards. SMHPE refers to the health/physical education content standards. SM refers to the performance Show-Me Standards. The Show-Me Standards are included in this document. These objectives are accomplished by sequential and developmentally appropriate activities selected by the teachers from the suggested facilitating activities. This document includes a scope and sequence for each content and skills area. Content and skills are referenced with I (introduced), RI (reintroduce), E (emphasize), and R (reinforce) throughout this document. An activity resource book accompanies this document to provide teacher the flexibility to teach a variety of activities to accomplish these objectives.

The curriculum for physical education is divided kindergarten through fifth grades. Because research indicates first and second graders and fourth and fifth graders are developmentally similar, CCO's are the same for these levels in physical education. For exclusive health CCO's, they are different for each grade level first through fifth. Teachers will make modifications throughout the curriculum in order to provide for the needs of all students. In addition, physical education benchmarks for learning are provided for each grade level. The benchmarks are referenced to the core conceptual objectives.

The teacher or teacher teams at the elementary schools will plan their yearly activities to meet the twelve core conceptual objectives. The Activities Resource Book provides flexibility and variety for each school to develop their unique program. Assessment is ongoing and is a required component of curriculum and instruction. Assessment tools are included for each of the twelve core conceptual objectives. Additional assessment tools are found with the activities in the resource book.

Health—Grade 7

Tobacco, Alcohol and Other Drugs (Project Alert): The goal of the TAOD unit is to reduce the use of dangerous substances by keeping nonusers from trying them and to prevent experimenters from becoming regular users.

Personal and Mental Health: The personal and mental health unit is designed to promote student understanding that healthy behaviors help prevent illness and injury and provide for life-long wellness.

Growth and Development: The growth and development unit is designed to foster awareness of the physical, emotional and social changes that occur during adolescence. Students will acquire basic information about body structures, body functions, human growth, disease, and decision-making skills.

Disease Prevention and Control: The disease prevention and control unit is designed to educate students about communicably transmitted diseases; how they are transmitted and how they can be prevented.

Injury Prevention Treatment and Rehabilitation ('Til Help Arrives): 'Til Help Arrives allows students to recognize that an emergency exists and that taking action in the first few minutes can mean the difference between death or life-long disability and full recovery.

Grade 8

In the junior high health and physical education classes, the students will apply the specific offensive and defensive skills that are needed in common team sports, including volleyball, basketball, soccer, floor hockey touch football, and softball. They will become familiar with the rules of the various games, the scoring system, strategies for winning, game etiquette, and first aid and safety in sports. The students will also participate in individual fitness training activities; tumbling; aerobics; recreational sports, such as badminton, shuffleboard, horseshoes, and table tennis; and track and field events. Instruction in health, along with learning activities and tests, will be provided on a regular basis.

Physical Education—Secondary

Physical education is a basic course in the fundamentals of physical activity. It presents an introduction of various sports and games that stress physical fitness, ability, speed, sportsmanship, and teamwork. The student will participate in a number of varied activities designed to promote lifelong physical activity. The student's grade will be based on participation, attitude, skill level, and physical fitness. This is an activity class, and all students taking it will be required to participate to successfully complete the course.

Examples of Fine Arts Course Descriptions

Music—Grade 4

In fourth-grade music, students expand their knowledge in the elements of music and continue to develop skills in listening, creating, and performing. The historical and cultural role of music is addressed through an awareness of music in our society.

Middle School Concert Band

Concert band is for students in seventh and eighth grade who have advanced beyond the beginning band level. This class is designed to further develop the student's individual and ensemble technical skills and proficiencies. Criticism analysis, musical growth, and aesthetic appreciation will be built through the study and performance of band literature.

Mixed Chorus—Secondary

The students will demonstrate proper vocal techniques. The curriculum will include appropriate interpretations of a variety of choral music from various periods as well as sight-singing and performance opportunities. The purpose of the high school mixed chorus program is to develop cooperation in a choral setting and to provide opportunities to become chorally literate, vocally skilled and musically creative.

Music Appreciation—Secondary

Music appreciation is a series of unit studies of all historical periods, different cultures, composers, instruments, and voices. Studies will also include composers' lives, construction of musical styles, historical perspectives and some musical analysis. A unit on protest music of the 20th century is also included. Students will be exposed to a diverse musical universe of which they were previously unaware. Discussion of each culture, time period, and genre will follow as part of the daily work.

Visual Art—Grade 3

Third graders will continue to produce artworks connected to exposure to various media, artists, artworks, cultures and vocabulary. Students will learn about and use tools, materials and processes to create and evaluate their own work and the works of others. These students will begin assignments to help them understand the principles of art and how to organize the elements of art. More opportunities for displaying art works will be available.

Visual Art—Middle School

The art courses in the middle schools will follow a discipline-based art education program based upon the Missouri Show-Me Standards. Students will be exposed to various artists, write papers incorporating art criticism and aesthetics, create artwork using various processes and techniques, and study of art of other cultures. Students will experience a variety of media. Drawing, painting, ceramics, and other studio processes will be incorporated into the program.

Students do not have to be natural artists to succeed in this class. Each unit will have clearly stated goals and objectives. This is a one semester, elective course of study.

Visual Art—Secondary

Ceramics is an introduction in hand building, potter's wheel, and glazing, and firing techniques. Students will complete projects that emphasize both traditional and non-traditional methods in functional and non-functional ceramic form.

Theatre—Grade 8

Students will learn the elements and principles of theatre performance skills by developing audience etiquette, body movement, voice, the acting process, and scene production.

Acting

This course is a performance course for students wishing to pursue more difficult roles. Instructional units will include, but are not limited to systems of acting, vocal training, stage movement, character analysis, blocking for the stage, auditioning, musical theatre, and portfolio preparation. Students are advised to audition for or work on a crew for mainstage productions and district entries, which necessitates a great deal of after school, evening, and weekend commitment.

Examples of Vocational Education Course Descriptions

Agriculture COOP

This course provides an approved training station in agriculture to which the student is released during the school day. A signed training agreement and training plan must be completed for each student. Jobs in businesses such as a veterinary's office, feed stores, machinery stores, farm hand, meat lockers, feed or food processing, etc. are acceptable. Jobs that are not acceptable are gas station attendants, department store stockman or clerks, or grocery store stockers, just for examples.

Child Development

This course will describe the study of the intellectual, social, emotional, and biological development of children and the planning and design of related human services. Instruction in parent-child relations; parenting practices; special needs of children; parental and environmental influences on child development; external support services; and related public policy issues is included.

Nutrition and Wellness

This course will prepare individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation, and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and application of related math and science skills.

Examples of Foreign Language Course Descriptions

German I—Secondary

This course is an introduction to the language and culture of the German world. The primary aim of the course is the gradual development of the four language skills of listening, speaking, reading, and writing. To develop these skills, the student must acquire a basic vocabulary and command of the grammatical structures through imitation, repetition, memorization, and practice.

Spanish I—Secondary

The course is designed to establish the skills necessary for acquiring a second language. Activities are chosen to enhance learning and to give students an opportunity to practice their burgeoning vocabulary. The course provides a comprehensive program enabling students to develop listening, speaking, reading, and writing competency in Spanish.

Measurable Learner Objectives

MSIP Standard 6.1.1 Each written curriculum guide must include specific, measurable learner objectives for each course at each grade level.

The measurable learner objectives (MLOs) are descriptions of expected learner outcomes in terms of observable learner behavior including a clear delineation of the content to be learned and the learning level that will be assessed in the course or subject. MLOs indicate what students should know and be able to do. They should focus on fundamental knowledge and processes and should be written in enough detail to imply the type of activity that will help accomplish the objective.

The measurable learner objectives should relate directly to the district's goals for graduates, should incorporate ideas from appropriate Missouri Show-Me Standards, and should be cross-referenced or aligned with those standards.

Although there is no specific number of MLOs necessary for each course, districts are advised to keep the number of objectives manageable in their curriculum guides. Each of the primary learner objectives may be analyzed to identify the subskills necessary for the successful application of the primary learner objectives.

Checklist for Quality Measurable Learner Objectives

The measurable learner objectives:

- ✓ identify the most important knowledge and skills for students to learn in a course,
- ✓ are specific and measurable,
- ✓ incorporate and make reference to appropriate Show-Me Knowledge and Performance Standards,
- ✓ support the course descriptions and address the goals for graduates,
- ✓ build upon objectives of prior grade levels and prepare students for objectives of grade levels to follow,
- ✓ challenge, but do not overwhelm the students,
- ✓ are appropriate in number, neither too many nor too few, and
- ✓ clearly communicate the learner expectations.

An Example of Communication Arts Measurable Learner Objectives

Grade 5

Reading

The student will:

- use a variety of effective strategies to interpret texts
 - apply knowledge to letter-sound associations (phonics),
 - use word structure clues (compound words, prefixes, suffixes),
 - make meaningful predictions,
 - use picture and graphic clues,
 - use meaning clues from prior experiences,
 - use sentence structure clues,
 - use predictable text structure,
 - use context clues,
 - skip unknown words and read on for meaning,
 - self correct when meaning is lost, and
 - reread to establish meaning.
- comprehend and construct meaning from various texts and contexts
 - identify and describe various genres,
 - determine author's purpose (inform, persuade, entertain, inquire),
 - skim quickly for an overview of content (title, headings, italicized words, pictures, charts, graphs),
 - scan carefully for an in-depth understanding of content, and
 - read for an extended period of time.
- locate and gather information using appropriate references and tools
 - dictionary,
 - thesaurus,
 - encyclopedia,
 - books,
 - electronic resources,
 - atlases,
 - almanacs,
 - newspapers,
 - magazines, and
 - experts.

Writing

The student will:

- generate various forms of writing on a daily basis using the writing process:
 - paragraphs with topic sentences and supporting details,
 - short stories,
 - poems,
 - autobiographies and biographies,
 - informal letters,

- journal,
- simple report, and
- memoirs.
- revise his/her work for clarity of meaning, purpose, and/or audience:
 - adding on,
 - deleting,
 - rephrasing
 - substituting,
 - rearranging, and
 - reading aloud to self and/or peer.
- edit his/her work for clarity of meaning, purpose, and/or audience:
 - correct spelling,
 - correct punctuation, correct capitalization,
 - usage errors, and
 - sentence structure (run-ons and fragments).
- write all cursive letters legibly with reasonable speed.

Speaking/Listening

The student will:

- demonstrate effective oral communication skills:
 - speak clearly, vary volume and pace, maintain eye contact,
 - logically sequence information and events,
 - stay on topic, and
 - read familiar material fluently and with expression.
- demonstrate cooperative and collaborative communication skills:
 - listen and respond courteously to views of others, and
 - participate in and contribute to group discussions.

Media and Technology

The student will:

- use a word processing program to produce a report on a topic in the fifth grade curriculum.
- use a desktop publishing program to produce a document including appropriate graphics or pictures.
- continue instruction in proper keyboarding technique on a regular basis and build keyboarding speed.
- use CD-ROMs for research to access information on a variety of subjects.

An Example of Mathematics Measurable Learner Objectives

Algebra I

CORE CONCEPTUAL OBJECTIVES

- I. The student will simplify numerical expressions and evaluate algebraic expressions.
- II. The student will select and apply appropriate techniques to solve linear equations and linear inequalities and discern information from the equations/inequalities.
- III. The student will graph linear equations/inequalities and interpret the graph.
- IV. The student will perform operations on and simplify radical expressions.
- V. The student will identify, classify, and simplify polynomial expressions.
- VI. The student will be able to discover techniques of factoring polynomials based on arithmetic models. Students will discover different techniques of factoring polynomials.
- VII. The student will solve and graph quadratic equations by various methods and interpret the solutions of applications of quadratic equations.
- VIII. The student will recognize and solve systems of linear equations/inequalities by various methods. They will interpret and apply the solutions to real-world situations.
- IX. The student will be able to recognize and evaluate situations involving applications of functions.

An Example of Science Measurable Learner Objectives

GRADE 3

*Processing skills in **bold print** are assessed by the Missouri Assessment Program at this grade level.

The intent of the district science program is:

1. The student will use the scientific method to plan and conduct hands-on investigations.
 - Use simple metric tools to accurately measure objects (length, mass, capacity, and temperature) and record the data. (SC7; 1.4; **1.8**; 2.1)
 - Use words, pictures, model, numbers, graphs, charts and maps to organize and communicate observations, ideas, and explanations from investigations. (SC7; 1.4; **1.5**; **1.8**; **2.1**; 2.7; **4.1**)
 - Plan and conduct simple investigations that involve the manipulation of one variable while all others are held constant. (SC7; 1.1; 1.2; **1.3**; 1.4; **2.1**; 3.1)
2. The student will demonstrate knowledge of the effects science and technology has on people and environment.
 - Identify individuals from various backgrounds who have advanced science and technology through their contributions. (SC8; **1.5**; **2.1**)
 - Evaluate safety and security as basic needs of humans and that safety involves freedom from danger, risk, and injury. (SC8; 2.3; **3.5**)
 - Describe the various ways in which science and technology impact careers and occupational areas. (SC8; 1.10; 4.3; 4.8)
 - Design alternative strategies to solve existing and potential technological problems, analyze and evaluate alternatives by comparing strengths and weaknesses. (SC8; 3.6; 3.7; 3.8)
3. The students will explore biological concepts through experiences with organisms, life cycles, and habitats.
 - Observe and record the phases in the life cycle of different types of organisms. (SC; **1.3**; **1.6**)
 - Demonstrate recognition that plants need energy from sunlight and various raw materials to live. (SC3; 1.2; **1.3**; **3.5**)
 - Differentiate whether characteristics are inherited from parents or acquired as a result of interaction with the environment. (SC3; 3.4)
 - Apply knowledge gained through investigations to determine how variations provide an advantage in survival and reproduction. (SC3; **1.3**)
 - Demonstrate the recognition of the interrelationship of organisms in a food web. (SC4; **3.5**)
4. The student will recognize properties, patterns, and movements of the solar system and the universe, as well as investigate space exploration.
 - Describe the motion of the Earth in relation to the sun and how it relates to the seasons. (SC6; **1.3**; **1.6**; 2.1)
 - Describe what a manned and unmanned space mission involves. (SC8; 1.1; **2.1**)

- Explore how telescopes and satellites allow scientists to observe objects in the sky. (SC6; 1.4; 1.10)
5. The student will investigate the earth and its physical properties.
 - Demonstrate the relationship that the rotation of the earth has on the day/night cycle. (SC6; **1.3**; **1.6**; 2.1)
 - Compare and categorize rocks, soils, and minerals on the basis of physical characteristics. (SC5; **1.6**)
 6. The student will investigate the properties of matter and laws of force and motion and the relationship between them.
 - Measure common physical properties of objects (e.g. length, mass, volume, temperature, and density). (SC1: **1.3**; 1.10)
 - Use appropriate tools to measure mass and the force of gravity on objects. (SC2; **1.3**; 1.4)
 - Plan and conduct investigations to study the effects of magnetic force on the motion of an object. (SC2; 1.2; **1.3**; **1.6**; **2.1**)
 - Analyze the relationship of the amount of force applied to an object, the mass of an object, and the amount of change in the object's motion. (SC2; **1.6**)
 - Demonstrate the uses and advantages of simple machines and their effect on work. (SC2; 1.2; **1.3**; **1.6**)

An Example of Social Studies Measurable Learner Objectives

Secondary Citizenship/Government

- D1. Demonstrate the Knowledge of Principles Basic to American Constitutional Democracy.
1. Explain/show the way in which the powers of government are balanced or divided among three branches so that each branch may check or limit, the other branches—checks and balances.
 2. Explain/show the division of powers among different branches of government within a political system—separation of powers.
 3. Differentiate between the meaning of a democracy and a republic.
 4. Explain/show the meaning of federalism.
 5. Explain/show the importance of civic responsibilities.
 6. Explain/show the changes of the philosophy, limits, and duties of government.
 7. Explain/show popular sovereignty as one of the central ideas of American constitutional government.
 8. Explain/show the bases of representation.
 9. Explain/show the origins of the U.S. governmental system.
 10. Describe the role and influence of political parties in American politics.
 11. Describe the role and influence of interest groups in American politics.
 12. Explain the importance to the individual and society of due process of law.
 13. Explain/show how the power of judicial review reflects the American idea of constitutional government, i.e., limited government.
 14. Evaluate arguments for and against the power of judicial review.
- D2. Demonstrate Knowledge of the Understanding of the Relevance and Connection of Constitutional Principles when Supplied with Passages Linked to Documents.
1. Describe how the **Magna Carta** (1215), common law, led to the creation of limited government in the United States.
 2. Explain/show the influence of the Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu, and the Social Contract Theory on American constitutional government.
 3. Explain the influence of the **Mayflower Compact** in the creation of American constitutional government.
 4. Explain the influence of the **Declaration of Independence** in the creation of American constitutional government.
 5. Explain the importance of the **Articles of Confederation** in the creation of American constitutional government.
 6. Explain the role the **U.S. Constitution** plays in American constitutional government.
 7. Explain the importance of the **Federalist Papers** in the ratification of America's constitution.
 8. Explain how the Bill of Rights and Amendments to the Constitution help check the national and state government to prevent their abuse of power.

9. Evaluate, take, and defend positions on issues regarding personal, political, and economic rights embodied in the Bill of Rights and Amendments to the Constitution.
 10. Explain the constitutional principles embodied in key Supreme Court decisions—*Marbury v. Madison*, *McCulloch v. Maryland*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*, *Univ. of Calif. V. Bakke*, *Gideon v. Wainwright*, etc.
- G1. Demonstrate the Knowledge of Purposes and Structure of Laws and Governments.
1. Explain the meaning of government.
 2. Evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.
 3. Explain competing ideas about the purposes of politics and government.
 4. Explain the importance of the rule of law.
 5. Explain alternative ideas about the purposes and structures of laws.
- G2. Demonstrate Knowledge and Impact of Government Systems, Current and Historical.
1. Compare the relationships between government and civil society in constitutional democracies and in authoritarian and totalitarian regimes using historical and contemporary examples.
 2. Explain the different forms of unlimited government in which there are no regularized and effective means of restraining their power such as totalitarian, monarchic, oligarchic, and theocratic.
 3. Explain the type of government characterized by legal limits on political power such as democratic.
- G3. Demonstrate Knowledge of Principles Basic to American Constitutional Democracy.
1. Explain the essential characteristics of limited governments.
 2. Explain the essential characteristics of majority rule and minority rights.
 3. Explain the different uses of the term “constitution” and distinguish between government with a constitution and a constitutional government.
 4. Explain the meaning and importance of the fundamental values and principles as expressed by our constitution and those expressed in individual and group actions, e.g., suffrage and civil rights movements.
 5. Explain the way in which the powers of government are balanced or divided, among three branches so that each branch may check or limit, the other branches—checks and balances.
 6. Evaluate, take, and defend positions on the merits of limited government, majority rule, minority rights, constitution, civil rights, and checks and balances.
- G4. Demonstrate Knowledge of the Processes of Government.
1. Explain the process of selecting political leaders (with emphasis on presidential and parliamentary systems).
 2. Explain the functions and styles of leadership of an authoritarian, democratic, and laissez-faire governments.

Explain the characteristics of a federal, confederal, and unitary system.

3. Explain the characteristics of a presidential and a parliamentary system of government.
4. Explain the characteristics of dictatorships and democracies.
5. Explain how laws and rules are made.
6. Explain how laws and rules are enforced.
7. Explain how laws are interpreted.

An Example of Health/Physical Education Measurable Learner Objectives

High School Physical Education

General Objective # PE-1

The student will apply skills, knowledge of rules, and strategies of basic team sports.

Specific Objectives:

The student will:

- A. Demonstrate the basic skills required to participate in the sport of softball.
- B. Apply the rules and strategies for the sport of softball.
- C. Demonstrate the basic skills required to participate in the sport of soccer.
- D. Apply the rules and strategies for the sport of soccer.
- E. Demonstrate the basic skills required to participate in the sport of football.
- F. Apply the rules and strategies for the sport of football.
- G. Demonstrate the basic skills required to participate in the sport of volleyball.
- H. Apply the rules for the sport of volleyball.
- I. Demonstrate the basic skills required to participate in the sport of floor hockey.
- J. Apply the rules for the sport of floor hockey.
- K. Demonstrate the basic skills required to participate in the sport of basketball.
- L. Apply the rules and strategies for the sport of basketball.

General Objective # PE-2

The student will demonstrate the correct techniques of rhythm and dance as it relates to physical education.

Specific Objectives:

The student will:

- A. Demonstrate the formation of a square.
- B. Demonstrate the promenade.
- C. Demonstrate the Do-sa-do.
- D. Demonstrate the “Swing Your Partner”.
- E. Demonstrate the allemande.

General Objective # PE-3

The student will evaluate the long-term benefits of being physically fit.

Specific Objectives:

The student will:

- A. Complete the President’s Physical Fitness Test.
- B. Analyze the relationship between nutrition and physical fitness.

- C. Execute a 25-mile walk/run, conditioning program.
- D. Actively participate in all physical education activities.

General Objective # PE-4

The student will demonstrate good sportsmanship and safety procedures to achieve a health-non-threatening environment in a sports situation.

Specific Objectives:

The student will:

- A. Explain the importance of umpires/referees in sports.
- B. Demonstrate safety procedures in game situations.
- C. Recognize and practice honesty and integrity while participating in group activities.

An Example of Fine Arts Measurable Learner Objectives

High School Concert Band

1. The student will be able to sing teacher-directed rhythms and pitches.
2. The student will be able to perform on an instrument, teacher-directed rhythm and pitch patterns alone and in an ensemble setting using a varied repertoire of music.
3. The student will be able to improvise simple warm up melodies appropriate to their individual instrument.
4. The student will be able to compose and arrange teacher-directed metric patterns using a variety of rhythms and proper notation within specific guidelines.
5. The student will be able to read or notate simple teacher-directed rhythm and melodic patterns on their instrument.
6. The student will be able to listen to, analyze and verbally describe a variety of band literature.
7. The student will be able to evaluate music performance of individuals within their section as well as other sections of the band in teacher directed rehearsal settings.
8. The student will be able to discuss how composers sometimes tell stories through their music as directed by the literature being studied.
9. The student will be able to relate through teacher-directed listening activities the musical style in relation to historical periods and cultural context.

The music objectives provide an example of using the National Standards for Arts Education as the basis for course objectives. National fine arts standards have been established for dance, music, theatre, and visual arts.

An Example of Vocational Education Measurable Learner Objectives

Marketing I

- A.** The student will interpret and apply effective communication skills in marketing.
- B.** The student will analyze economic concepts.
- C.** The student will investigate employment and advancement opportunities.
- D.** The student will develop human relation skills in marketing.
- E.** The student will understand and perform marketing operations.
- F.** The student will develop and apply marketing management strategies.
- G.** The student will analyze and plan advertising and sales production activities.
- H.** The student will understand the buying process and conduct a sales presentation.
- I.** The student will analyze marketing concepts and strategies.

Instructional Activities/Strategies

MSIP Standard 6.1.1 *Each written curriculum guide must include instructional strategies and specific assessments (including performance-based assessments) for a majority of the learner objectives.*

Instructional activities describe the specific procedures teachers use to teach the skills/concepts needed to demonstrate the stated learning objectives. Instructional activities describe the learning level of the objective and the knowledge and skills necessary for success on the assessment. The description of the instructional activity should be detailed enough to enable replication by teachers.

Instructional strategies are teaching-learning techniques or methods used to present instruction in the classroom. Examples of instructional strategies are lecture, whole-group instruction, cooperative learning, flexible grouping, one-on-one instruction, computer-assisted instruction, and hands-on activities. Reference to the instructional strategy should be included in the curriculum guide. It may be part of the description of the specific instructional activity or listed separately.

Examples of instructional activities/strategies may be found in the Curriculum Format section.

Assessment

MSIP Standard 6.1.1 Each written curriculum guide must include instructional strategies and specific assessments (including performance-based assessments) for a majority of the learner objectives.

In order to measure student progress and inform instruction, assessments are included in many curriculum guides. There should be a variety of assessment types in the guides, including performance-based assessments. Some assessments may cover more than one objective, or one objective may have multiple assessments.

Curriculum guides should include a description of the assessment or a copy of the assessment. Descriptions of assessments should be detailed enough that a teacher could easily understand how to duplicate the assessment. Assessment descriptions should include more information than “teacher observation” or “scoring guide.” The criteria used in the observation or scoring guide should be listed.

Formative assessments provide feedback to teachers to help modify and improve teaching and learning. Examples of formative assessments include classroom questions, observations, drafts of papers, and tests or quizzes. **Summative assessments** measure the degree of learning upon the completion of a set of learning activities. Examples are teacher-made exams, project presentations and end-of-semester or end-of-year examinations.

Characteristics of An Effective Assessment Program

Assessments:

- ✓ are aligned with the objectives and with Missouri’s Show-Me Standards, and corresponding scoring guides are clearly defined to evaluate student work,
- ✓ are of varying types to allow students a wide range of opportunities to demonstrate proficiency,
- ✓ include those that are authentic in nature and allow students to solve real-life problems,
- ✓ provide opportunities for students to demonstrate multiple ways of responding to a given situation,
- ✓ are specifically designed to provide meaningful feedback on student learning for instructional purposes (formative), and
- ✓ are specifically designed to provide feedback on a student’s degree of success in learning a particular objective (summative).

Assessment data (state and local) should be used to improve instructional practices and student performance.

Examples of assessments may be found in the Curriculum Format section.

Alignment

MSIP 6.1.1 *Each written curriculum guide must include alignment of the measurable learner objectives for each course to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards.*

Quality curricula are aligned both internally and externally. **External alignment** indicates the measurable learner objective and related activities and assessments reflect the demands of the Show-Me Process and Knowledge Standards at the appropriate learning level. Relating the objective, activity and assessment to the Frameworks for Curriculum Development is another option. Districts may reference national standards in addition to the Show-Me Standards.

Internal alignment indicates there is a close relationship among measurable learner objectives, instructional activities, and assessments (all having external alignment to the Show-Me Standards or Frameworks for Curriculum Development). Assessments included in the curriculum should be linked to what is taught. When learner objectives, activities, and assessments are aligned, the assessments test the knowledge and skills described in the measurable learner objective.

Example from MSIP Training Materials

<i>LEARNER OBJECTIVE</i>	<i>ACTIVITY</i>	<i>ASSESSMENT</i>	<i>SHOW-ME STANDARDS</i>
Students will: analyze and organize data and draw a graph that depicts the data analysis.	Students will: work cooperatively in small groups with a set of varied manipulatives (attribute blocks, buttons, M&M's, etc.), analyze the possible groupings by common attribute, organize the manipulatives by a single attribute (shape, color, size, etc.), and construct a graph to show their findings.	Students will: work individually to analyze the possible groupings within a set of manipulatives, organize the manipulatives by the chosen grouping, and construct a graph that represents the findings.	1.8 MA 3

Bird, W., Eastwood, C., & Flakne, L. (2002) *Third Cycle MSIP, Developing Quality Curricula and Assessments for the Show-Me Standards*. Missouri Department of Elementary and Secondary Education.

Nixa R-II School District Seventh-Grade Communication Arts

Strands: Gather, Analyze, and Apply Information and Ideas Communicate Effectively Within and Beyond the Classroom

Objective	Activities	Assessment & Proficiency Indicators
Students will read, view, listen to, and evaluate written, visual, and oral communications. (CA 2, CA 4)	See Activities a. - l. below.	See attached scoring guides.
a. Students will identify similes in a passage and explain what each simile means. (1.6)	a. Students will locate three similes in the short story “Rikki-tikki-tavi” and explain what each simile means. (1.6)	a. The students’ performance will be captured using a Scoring Guide showing three similes from a passage with a detailed explanation for each. (1.6)
b. Students will illustrate conflicts in a story and explain how the conflicts are solved. (1.8)	b. In groups of 4, students will create posters illustrating conflicts in “Rikki-tikki-tavi” and explain how the conflicts are resolved. (1.8)	b. The students’ performance will be captured using a Scoring Guide showing scenes from a story revealing conflicts and resolutions. (1.8)
c. Students will identify actions taken by a character, describe an alternative action, and explain a reason for their choice. (3.4)	c. Students will complete a graphic organizer identifying action taken by four characters from “Rikki-tikki-tavi”, describe an alternative action, and explain a reason for their choice. (3.4)	c. The students’ performance will be captured using a Scoring Guide for open-ended questions using details and/or examples from the passage for support. (3.4)
d. Students will compare and contrast characters’ problems and resolutions from two fictional passages by creating a graphic organizer. (3.6)	d. Students will complete a Venn diagram comparing and contrasting characters’ problems and resolutions from two fictional passages, “Rikki-tikki-tavi” and “The Dinner Party”. (3.6)	d. The students’ performance will be captured using a Scoring Guide for a graphic organizer comparing and contrasting characters’ problems and solutions from two fictional passages. (3.6)
e. Students will compare and contrast author’s purpose from two passages by completing a graphic organizer. (3.6)	e. Students will compare and contrast Rudyard Kipling’s short story “Rikki-tikki-tavi” to his poem ‘If’ by completing a graphic organizer. (3.6)	e. The students’ performance will be captured using a Scoring Guide for a graphic organizer comparing and contrasting author’s purpose. (3.6)
f. Students will compare and contrast a fictional passage to a nonfiction passage by creating a graphic organizer. (1.8)	f. Students will create a graphic organizer comparing and contrasting a fictional passage, “Rikki-tikki-tavi”, and a nonfiction passage, “Snake Patrol”. (1.8)	f. The students’ performance will be captured using a Scoring Guide for a graphic organizer comparing and contrasting a fictional passage to a nonfiction passage. (1.8)
g. Students will view a short story in a video format and	g. Students will view “Rikki-tikki-tavi” in a video format and	g. The students’ performance will be captured using a Scoring

compare to the print version describing their preference using details and/or examples to support response. (2.1)	state preference of presentation in print or video supporting their opinions using details and/or examples for support. (2.1)	Guide explaining preference of viewing a video or reading a short story using details and/or examples to support choice. (2.1)
h. Students will create original sentences using specific verbs, descriptive details, and vivid language. (1.6)	h. Students will write original sentences using specific verbs found in “Rikki-tikki-tavi” using descriptive details and vivid language. (1.6)	h. The students’ performance will be captured using a Scoring Guide for descriptive sentences using a list of specific verbs. (1.6)
i. Students will identify the most important conflict in a story defending the choice with details from the story for support. (3.1)	i. Students will identify the most important conflict in “Rikki-tikki-tavi” and defend their choice with details from the story for support. (3.1)	i. The students’ performance will be captured using a Scoring Guide for a constructed response question defending the choice of a story’s most important conflict. (3.1)
j. Students will write a short paragraph supporting or refuting an author’s point of view using details and/or examples for support. (3.5)	j. Rudyard Kipling portrays the cobras in “Rikki-tikki-tavi” as evil and the enemy. Students will write a short paragraph supporting or refuting this point of view using details and/or examples for support. (3.5)	j. The students’ performance will be captured using a Scoring Guide for a paragraph supporting the author’s point of view or refuting it using details and/or examples from passage for support. (3.5)
k. Students will create a “sequel” to a short story in a group of four and share orally in large group. (3.5)	k. Students will create a “sequel” to “Rikki-tikki-tavi” in a group of four and share orally in large group. (3.5)	k. The students’ performance will be captured using a Scoring Guide for group presentation of “sequel” to a story predicting what will happen next. (3.5)
l. Students will write a short story using characters, setting, plot, and theme. (2.1)	l. Students will write an original short story using characters, setting, plot, and theme. (2.1)	l. The students’ performance will be captured using the Seventh Grade Writing Scoring Guide. (2.1)

Scoring Guides for “Rikki-tikki-tavi” by Rudyard Kipling

- a. Students will locate three similes in the short story and explain what each simile means. 1.6
- 3 pts. Response includes three similes from the passage with an accurate explanation for each.
- 2 pts. Response includes two similes from the passage with an accurate explanation for each.
- 1 pt. Response includes one simile from the passage with an accurate explanation OR two or three similes from the passage with only one explanation.
- 0 pt. Response includes one to three similes from the passage but no explanation.
- *****
- b. Students will create posters illustrating conflicts in “Rikki-tikki-tavi” and explain how the conflicts are resolved. 3.1, 1.8
- 3 pts. Response includes four illustrations of the conflicts from the story with a description of the resolution as a caption for each.
- 2 pt. Response includes three illustrations of the conflicts from the story with a description of the resolution as a caption for each.
- 1 pt. Response includes two illustrations of the conflicts from the story with a description of the resolution as a caption for each.
- 0 pt. Response includes only one illustration of the conflicts from the story with a description of the resolution as a caption.
- *****
- c. Students will complete a graphic organizer identifying the action taken by a character, describe an alternative action, and explain a reason for the choice. 3.4
- 3 pts. Response includes an appropriate action, alternative action, and explanation for four situations from the story.
- 2 pts. Response includes an appropriate action, alternative action, and explanation for three situations from the story.
- 1 pt. Response includes an appropriate action, alternative action, and explanation for two situations from the story.
- 0 pt. Response is inaccurate or shows only one action, alternative action, & explanation.
- *****
- d. Students will create a graphic organizer comparing characters’ problems and resolutions from two fictional passages, “Rikki-tikki-tavi” and “The Dinner Party”. 3.6, 1.8
- 2 pts. Response includes two problems characters faced from “Rikki-tikki-tavi” with resolutions and two problems characters faced from “The Dinner Party” in an appropriate graphic organizer.
- 1 pt. Response includes only one problem characters faced from “Rikki-tikki-tavi” with resolutions and only one problem characters faced from “The Dinner Party” OR response includes two problems characters faced from “Rikki-tikki-tavi” with resolutions OR two problems characters faced from “The Dinner Party” with resolutions in an appropriate graphic organizer.
- 0 pt. Response includes only one problem characters faced from “Rikki-tikki-tavi” and one problem characters faced from “The Dinner Party” with no resolutions or response is inaccurate.
- *****
- e. Students will compare and contrast Rudyard Kipling’s messages in his short story “Rikki-tikki-tavi” to his poem “If” by completing a graphic organizer. 3.6, 1.8
- 2 pts. Response includes two similarities and two differences from each passage in an appropriate graphic organizer.
- 1 pt. Response includes one similarity and one difference from each passage in an appropriate graphic organizer.
- 0 pt. Response is inaccurate or includes details from only one passage.

f. Students will compare & contrast Rudyard Kipling's short story "Rikki-tikki-tavi" to a nonfiction passage, "Snake Patrol" by completing a graphic organizer. 2.4, 1.8

2 pts. Response includes two similarities and two differences from each passage in an appropriate graphic organizer.

1 pt. Response includes one similarity and one difference from each passage in an appropriate graphic organizer.

0 pt. Response is inaccurate or includes details from only one passage.

g. Students will view "Rikki-tikki-tavi" in a video format and state preference of presentation in print or video supporting their opinions using details and/or examples for support. 2.1

2 pts. Response includes a complete response stating preference of format using details and/or examples from both to support their opinion.

1 pt. Response includes a response stating preference of format using details and/or examples from both to support their opinion but is overly general or simplistic OR includes preference using details and/or examples from only one format.

0 pt. Inaccurate response or only opinion without explanation.

h. 1.6 Students will write ten original sentences using specific verbs found in "Rikki-tikki-tavi" using descriptive details and vivid language.

10 pts. Response includes 10 sentences using specific verbs found using descriptive details and/or vivid language.

9 pts. Response includes 9 sentences using specific verbs found using descriptive details and/or vivid language.

8 pts. Response includes 8 sentences using specific verbs found using descriptive details and/or vivid language.

7 pts. Response includes 7 sentences using specific verbs found using descriptive details and/or vivid language.

6 pts. Response includes 6 sentences using specific verbs found using descriptive details and/or vivid language.

5 pts. Response includes 5 sentences using specific verbs found using descriptive details and/or vivid language.

4 pts. Response includes 4 sentences using specific verbs found using descriptive details and/or vivid language.

3pts. Response includes 3 sentences using specific verbs found using descriptive details and/or vivid language.

2 pts. Response includes 2 sentences using specific verbs found using descriptive details and/or vivid language.

1 pt. Response includes 1 sentence using specific verbs found using descriptive details and/or vivid language.

0 pt. Inaccurate responses or incomplete sentences.

i. Students will identify the most important conflict in "Rikki-tikki-tavi" and defend their choice with details from the story for support. 3.1

2 pts. Response includes an important conflict with details and/or examples to support choice.

1 pt. Response includes a conflict but is overly general or simplistic.

0 pt. Inaccurate response.

j. Students will write a short paragraph supporting or refuting author's point of view with the cobras' as an enemy and evil using details and/or examples from passage for support. 3.5

2 pts. Response includes a complete paragraph with details and/or examples to support author's point of view.

1 pt. Response includes a paragraph of author's point of view but is overly general or simplistic.

0 pt. Inaccurate response.

k. Students will create a “sequel” to “Rikki-tikki-tavi” in a group of four peers and share orally in a large group. 3.5

2 pts. Response includes a sequel with a beginning, middle, and ending showing an appropriate sequel to “Rikki-tikki-tavi”.

1 pt. Response includes a sequel but is overly general and simplistic.

0 pt. Response is inaccurate.

l. 2.1 Students will write an original short story using characters, setting, plot, and theme.

See Seventh Grade Writing Scoring Guide of 4, 3, 2, or 1.

Additional scoring guides are included in the district curriculum guide, including the Seventh-Grade Writing Scoring Guide and the Scoring Guide for Open-Ended Constructed Response Items: *Elements of Literature, First Course*, Holt, Rinehart and Winston; Copyright, 2000, page 19. The assessments, also from the Holt, Rinehart and Winston text, are included in the curriculum guide.

Equity and Awareness, Technology, Research, and Workplace-Readiness

MSIP Standard 6.1.3: *The written curriculum incorporates content and processes related to equity, technology, research, and workplace-readiness skills.*

During each grade span, elementary, middle school, and high school, lessons on equity, technology, research, and workplace-readiness should be taught and assessed. The objectives for these lessons should be in curriculum guides at the appropriate developmental levels. They should be addressed in such a way that all students have the opportunity to participate in direct instruction related to each type of equity and awareness, technology, research, and workplace-readiness skills a minimum of three times during their K-12 experience in the district. The district chooses how this is to be accomplished and which curricula will include the lessons.

Many of the objectives related to gender equity, racial/ethnic equity, disability awareness and equity, technology, research/information-seeking skills, and workplace/job-preparedness may be covered in the Guidance Curriculum and the Library/Media Center Curriculum. Literature is also a good place to cover many of these issues in early elementary school, while more direct and specific lessons are appropriate for the upper grades.

The Missouri School Improvement Program (MSIP) District Response to the Standards and Indicators requires districts to list examples of these lessons by curriculum guide and page number. Specific lessons on the aforementioned topics are required. Lessons where some related topic might be taught or technology might be used do not meet the requirements. For example, the fact that PowerPoint may be used as an option for a student's presentation does not meet the technology indicator, however, teaching the class how to use PowerPoint would meet the indicator.

Although reading and math skills are important in the workplace, merely marking all basic skills in a curriculum guide as workplace-readiness skills does not meet the standard. Job and career awareness lessons, resume and job application writing, work habits and attributes of good employees, and understanding the training and education needed for a variety of careers would be examples of appropriate lesson topics. Districts that mark all of the related activities in all of the curriculum guides because they are committed to thoroughly covering these topics exceed the MSIP requirement but reflect good practice.

Example of a Curriculum Component Focusing on Research Skills

Immigration to America Integrated information and technology skills

Content Standard 3: Students will acquire a solid foundation which includes knowledge of and proficiency in reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals, etc).

Learner Objectives: Students will demonstrate the ability to conduct research from the creation of a thesis statement to the citation of works. The objectives include:

- a. writing a thesis statement,
- b. developing keyword searches including Boolean search terms (and, or, not),
- c. efficiently and effectively using online databases, including the online public access catalog,
- d. efficiently and effectively using print resources,
- e. efficiently and effectively using internet resources,
- f. citing sources using MLA style guidelines, and
- g. creating a presentation containing both visual and oral components.

Show-Me Standards Assessed: Knowledge: CA 3 Performance: 1.1, 1.2, 1.4

Grade Level Range: 9th Grade **Subject Area:** Communication Arts

Materials and Resources Needed:

- Online Public Access Catalog
- Online Databases
- Print resources from the classroom and LMC
- Internet Access
- MLA style guidelines

Time Needed: Five 45-minute sessions plus additional time for students as homework. Time will be divided between the classroom and the LMC.

Instruction: The classroom teacher and the library media specialist will plan the research unit to involve both classroom objectives and information and technology skills objectives. The unit includes students researching an ethnic group that immigrated to America. The classroom teacher instruction will include:

- writing a thesis statement
- selecting keywords for research.

The library media specialist instruction will include:

- using the online Discovering Collection by Gale,
- using the Online Public Access Catalog, and
- reviewing resource location techniques.

The classroom teacher and the library media specialist co- instruction will include:

- interpreting information on a web page,
- creating a visual presentation using PowerPoint or Front Page software, and
- citing resources using MLA style guidelines.

Unit adapted from Virginia Branson, Linda Dougherty, and Tom Gosebrink: Northwest R-I High School, Cedar Hill, MO.

Communication Arts

Examples of Curriculum Format

The examples included in the *Curriculum Sampler* do not represent a complete curriculum; rather, they are excerpts from districts' curricula. The models do not set a standard for length, descriptiveness, required curriculum elements, or format. The examples represent “good” curriculum, not perfect or exemplary curriculum, although some examples contain components that are exemplary.

Rockwood R-VI School District

K-5 Language Arts Curriculum

Grade Level: Second Grade

Course Description: The second grade language arts curriculum builds on the strong literacy foundation established in previous grades. Recognizing and identifying elements of fantasy and reality serve to provide the venue for reading and writing language experiences at this grade level. Short word patterns give way to more complex patterns and words, always with the goal of applying problem-solving strategies and spelling generalizations to unlock new and unfamiliar words level. High frequency words continue to add to the fluency rate of this grade. Comprehension is enhanced through the connections of personal experiences and knowledge of concepts during independent, shared, and guided reading opportunities. Second grade students will use comprehension strategies to read critically and utilize self-monitoring strategies to confirm meaning. The writing process takes on a more independent focus at this grade level. Students will write with more complexity of thought and with supporting details. Responding in writing to oral and viewed presentations provides the opportunity to demonstrate language arts skills of analyzing, synthesizing, and evaluating information based on the author's purpose and audience.

Writing

II. CCO: Using the writing process and handwriting skills, the student will produce narrative, expository and persuasive pieces to communicate for a variety of purposes.

Show-Me Standards: 1.4, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5
 Communication Arts: 1, 4
 IRA/NCTE Standards: 6
 CTBS-5: sentence structure, writing strategies, editing skills, writing conventions

A. Content and Skills

Scope and sequence (I, D, E) of content and skills make student expectations clear.

Mechanics/Grammar

<u>I</u> nroduce (Teacher exposes students to concept, uses feedback, but no assessments)	<u>D</u> evelop (Teacher teaches the skill, students practice, formative assessments)	<u>E</u> ssential (Teacher re-teaches as needed, students practice, formative and summative assessments)
<ul style="list-style-type: none"> Write compound sentences (conjunctions) Capitalize titles Use commas in a series Use commas for cities and states Punctuate letter closings, cities, and states Use commas in date Write and use singular possessives Write and use plural possessives Use apostrophes in contractions Identify and use singular/plural nouns Use correct tense of verbs – past, present, future 	<ul style="list-style-type: none"> Correctly capitalize in friendly letter Capitalize holidays Capitalize titles Use period in abbreviations Use question mark as end mark Use exclamation as end mark Use commas in date Punctuate letter closings Identify and use singular/plural nouns Use action verbs Use subject/verb agreement Identify and use adjectives 	<ul style="list-style-type: none"> Capitalize the beginning of sentences Correctly capitalize in friendly letter Capitalize titles Use period end mark Use commas in date Punctuate letter closings, cities and states Identify and use common/proper nouns Use action verbs

Process and Structure

<u>I</u> nroduce (Teacher exposes students to concept, uses feedback, but no assessments)	<u>D</u> evelop (Teacher teaches the skill, students practice, formative assessments)	<u>E</u> ssential (Teacher re-teaches as needed, students practice, formative and summative assessments)
<ul style="list-style-type: none"> Use paragraph structure (TS, CDs, and/or CMs, CS) 	<ul style="list-style-type: none"> Use process Prewrite Draft Edit/Revise Develop Six-Traits (ideas, organization, conventions, word choice, fluency, voice) 	

Rockwood R-VI School District

K-5 Language Arts Curriculum

Grade Level: Second Grade

Writing

Styles – Types of Writing

<u>I</u> ntroduce (Teacher exposes students to concept, uses feedback, but no assessments)	<u>D</u> evelop (Teacher teaches the skill, students practice, formative assessments)	<u>E</u> ssential (Teacher re-teaches as needed, students practice, formative and summative assessments)
<ul style="list-style-type: none"> Writing friendly letter 	<ul style="list-style-type: none"> Writing styles narrative beginning/middle/end Writing for information – expository (TS, CD, CD, CD, CS) Writing friendly letter 	<ul style="list-style-type: none"> Writing friendly letter

Handwriting

<u>I</u> ntroduce (Teacher exposes students to concept, uses feedback, but no assessments)	<u>D</u> evelop (Teacher teaches the skill, students practice, formative assessments)	<u>E</u> ssential (Teacher re-teaches as needed, students practice, formative and summative assessments)
		<ul style="list-style-type: none"> Write letters and numbers clearly

B. Facilitating Activities

The student will

1. write a friendly letter.
 - A. Write letter to pen pals, thank you letter, etc.
 - B. Complete a letter puzzle – p. 45 I
 - C. Proofread a letter – “Dear Liz”
2. write a narrative story.
 - A. Retell story of Three Little Pigs orally – identify Beginning, Middle and End
 - B. (See Page 45 f/g/in old document).
 - C. Story writing workshop – class story, then individual stories.
3. write an expository paragraph.
 - A. Keep learning logs from content areas. Model how each entry could be an informational paragraph on a specific subject. (may use word processor or paper/pencil)
 - B. Sequence concrete details on sentence strips on a given subject.

Activities and assessments are included for each major objective.

C. Application Level Assessment (ALA)

1. Using the writing process and handwriting skills, the student will write a narrative scoring at least a “3” on Ideas, Organization, and Conventions. (Use Six-Trait Assessment for Beginning Writers.)
2. Using the writing process and handwriting skills, the student will write an expository paragraph (TS, CD, CD, CD, CS) scoring at least a “3” on Ideas, Organization, and Conventions. (Use Six-Trait Assessment for Beginning Writers.) It is recommended that this paragraph be about science, math, or social studies concepts.

Nixa R-II School District Seventh-Grade Communication Arts

Rationale: One of the main goals of seventh-grade communication arts is to produce a knowledgeable and understanding citizen. Teachers will present a study of quality literature from not only this culture but also others to expand the students' knowledge and acceptance of the variety of human experience. Literature is one venue that is used to teach communication arts in the classroom.

Communication skills encompass reading, writing, talking, listening, viewing and representing ideas visually to find and interpret information. Students will be instructed to communicate in each of these ways and will be expected to combine their knowledge and experience by reflecting, relaxing, exploring and generating new ideas to solve problems and make decisions. Students will be able to effectively communicate their ideas and experiences to others.

Students will be able to communicate in traditional fashions and will be enlightened of the more advanced technologies of communication. Being aware of and able to use this type of communication will help in the work place. Many employers have stressed the importance of being able to manage technology, resource and information along with strong interpersonal skills. All of these competencies require that students communicate effectively in a variety of situations and each is addressed in communication arts.

Course Description: The seventh-grade communication arts curriculum is a balanced program that includes both understanding and appreciation of our language and literature across the world, along with the application of traditional English in a variety of forms. The curriculum also includes practice in analysis, evaluation and application of communication processes, technology and skills for the workplace. With the variety of learning experiences, students will have more opportunities to apply communications skills as a member of the class, workplace and society.

Strand: Gather, Analyze, and Apply Information and Ideas

Objectives	Activities	Assessment	Correctives/Enrichments
<p>1. By the end of grade seven, students will read, view, listen to, and evaluate written, visual and oral communications. (CA 2-3, DCG 1, 5, 9; NCTE 1-3, 6, 11)</p> <p>a. classify and categorize communications by themes and genres. (1.6; 1.8) Terms: fantasy, poetry, tall tales, fables, biography, autobiography, proverbs, myths, realistic/historical fiction, short story, novel, drama, essay, satire, propaganda, folklore.</p> <p>b. compare and contrast various communications (1.5; 1.6; NCTE 4)</p> <p>c. analyze figurative language and literacy techniques used in effective communications (1.6; 1.8) Terms: simile, metaphor, exaggeration, and idioms.</p> <p>d. identify cause and effect relationships in literature and other texts (1.6; 1.8)</p> <p>e. give differences of fictional accounts with real-life experiences in writing. (1.7; 1.8)</p>	<p>1. Read a book; write a journal entry as one of the characters. Include thoughts and feelings to show your understanding of the character and his or her motivation. Write a portion in your journal explaining how you feel about the circumstance(s).</p> <p>2. Become one of the characters mentally and physically (using appropriate costuming) and give an oral presentation of the book from your character's point of view.</p> <p>3. Make a six-sided visual presentation of scenes from the book. Include title, author, and copyright date for one side of the box. You may draw, color, paint, or use material to make your scenes come to life on the box.</p> <p>4. Paper-Think of a character your age on television. Make a Venn Diagram comparing and contrasting your life with the life of that character. Write a paper on this topic.</p>	<ul style="list-style-type: none"> Self-evaluation and peer evaluation forms produced by the teacher. Teacher-produced evaluation form/scoring guide. Teacher-produced test according to specific unit. 	<p>1. Present writing to grade school children.</p> <p>2. Read a book another student recommended.</p> <p>3. If the book had a movie made from it, watch it and tell the differences between the two.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Varying levels of student abilities are addressed through Correctives/Enrichments.</p> </div>

Nixa R-II Seventh Grade Communication Arts
Strand: Gather, Analyze, and Apply Information and Ideas

Objectives	Activities	Assessment	Correctives/Enrichments
<p>2. By the end of grade seven, students will locate and gather information and ideas. (CA 2-7, DCG 1, 5; NCTE 1, 3, 7, 8, 12)</p> <p>a. identify key words to use in locating multiple resources (1.2; 1.4)</p> <p>b. select appropriate electronic and print resources for research purposes (1.1; 1.2)</p> <p>c. compare several sources on a topic to determine reliability (1.2; 1.7)</p> <p>d. identify and analyze organizational patterns of print and nonprint resources to facilitate research (1.2; 1.6)</p> <p>e. classify community resources (1.3; 1.4)</p> <p>Skills: parts of a book, directories, newspapers.</p>	<p>1. Choose a career area of interest; interview a person in that field about their job. Make sure you have one other resource about that field to compare or contrast that of the interviewee. Give a brief presentation to the class of your interviewed person.</p> <p>2. Research and report the life and personality of a favorite author or historical figure. You may use the school and/or public library along with information from the Internet. Include a paragraph of why this person is interesting to you.</p> <p>3. Research a topic of choice using (3) three different references. Follow guidelines and scoring guide given for paper.</p> <p>4. Complete Library Research Skills worksheet by going to the library as a class and scavenging for answers.</p>	<ul style="list-style-type: none"> Teacher-produced scoring guide. Teacher-produced scavenger hunt form to be completed by student. Teacher-produced evaluation form to be completed by teacher. Completion of the assignment according to directions. 	<p>1. Have everyone try to visit the public library sometime. Maybe even take a trip to see how it differs from the school library.</p> <p>2. Split up into groups and interview one person from the group. Place items they told you on note cards. Write their name on the back of the cards. Mix them all together; now see which team can guess who matches the clue.</p>

North Callaway Co. R-I School District
English I, Grade 9

Rationale: Language is the most basic skill. We spend almost every waking moment thinking it, speaking it, listening to it, writing it, reading it, interpreting it and/or reacting to it. It pervades every aspect of our lives from our work to our leisure. The more we are exposed to language, the more we learn; however, we never master it. Language is too broad and is constantly changing. Certainly students who have completed nine years of language study in elementary and junior high school (K-8) have been exposed to basic skills in writing, grammar, speaking and listening, and literature. All have assimilated those skills with varying degrees of success, but all can still learn more about language skills.

Students taking English I commonly lack confidence in one or more of the language skills areas. They can expect to build confidence in those areas by reviewing skills in writing, grammar, speaking and listening, and literature and extending those skills to more critical thinking, writing, speaking, and reading which will be required of them in other subject matter areas of high school and the work world beyond high school.

Course Description: this course builds on reading, writing, and mechanical skills begun in junior high. The literature curriculum consists of an in-depth study of the four basic genres. At least one novel is studied by the class as a whole, and the course also includes an outside reading program requirement. Reading, vocabulary, and spelling skills are developed through the literature units. Writing techniques and grammar usage and mechanics are taught in units as needed, but they are also related to the literature units from the whole language text.

Units

Prose Fiction, The Short Story

Epic Poetry and the Myth (*The Odyssey*)

Drama (*Romeo and Juliet*)

Prose Fiction (*The Red Pony*) (Optional)

Prose Fiction (*When the Legend Dies*) (Optional)

North Callaway Co. R-I School District

UNIT: Epic Poetry and the Myth (*The Odyssey*)

Non-bolded items are assessed locally

Bolded items are assessed on the MAP

* = Item is tracked for A+

Unit Description: This unit will introduce students to epic poetry and to a myth, which is one of the most famous from Greek mythology. Because *The Odyssey* is a narrative, students can build on their knowledge of plot, setting, characters, and conflict from previous units; however, because it is also a poem, emphasis will be placed on its poetic form and the fact that it was originally oral in presentation. Since it offers a new conflict that students have not yet studied, Man vs. the Supernatural, students will be asked to pay attention to the supernatural elements of the poem, but because Homer's story has survived from almost three thousand years they also will be asked to determine how his characters display realistic human traits as well. Time: 6 weeks.

***Unit Objective: All students will demonstrate proficiency in the ability to respond to text using a variety of methods.**

LEARNER OBJECTIVES	FRAMEWORK STATEMENT	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS
Read and discuss an epic as it illustrates adventure, bravery, and heroism.	I.1.a I.5.a		
Brainstorm what contributes to adventure or what constitutes bravery or heroism and who is brave or heroic.	I.2.a, II.1.a II.2.a, II.3.a II.4.a, IV.1.h IV.3.a, b		
Plan and organize a finished work.	II.1.a, b, II.2.a II.3.a, IV.1.h IV.3.a, b		
Read, discuss, and comprehend the myth and epic poem (<u>The Odyssey</u>)	I.1.a IV.2.b	Reading Guide (<i>The Odyssey</i>) Characters/Quotation Review	<i>The Odyssey</i> Part I & Part II Quizzes
Respond to events through a perspective other than that of the main character (Odysseus/<u>The Odyssey</u>)	II.1.a, II.2.a II.3.a, b, II.4.d II.6.a, IV.3.a, b	Journal Entries	Journal Entries
Write informally in the form of note taking concerning the ancient Greek culture.	I.3.b, c, f I.6.d, II.1.c	Notetaking Activity	
Respond formally to the institutions and traditions of the ancient Greek culture.	I.4.b I.5.a, b II.4.a II.6.a		Part I Quiz
Analyze and discuss the literary techniques of flashback, foreshadowing, conflict, irony, and epithet (<u>The Odyssey</u>)	I.1.a		
Analyze and respond to figurative language.	I.1.a, c I.3.c, e		
Develop a growing vocabulary.	I.6.b II.2.b	Vocabulary Worksheet (<i>The Odyssey</i>)	

North Callaway Co. R-I School District

Activity Design

Title: Note-taking Activity

Description: To aid students in remembering key points about the ancient Greeks and their culture, students will be expected to take notes from an introductory lecture. Students will be directed to listen carefully to lecture on ancient Greeks, their religious beliefs and their culture. Students should fill in blanks with a word or phrase that captures key points and completes the statements as found on student handout. Student will keep this as a part of their class notes on *The Odyssey*.

Unit Objective: All students will demonstrate proficiency in the ability to respond to text through a variety of methods.

Learner Objective(s):

- Write informally in the form of note-taking concerning the ancient Greek culture.

Prior Knowledge Required:

- None

Materials/Resources Required:

- Information for this lecture comes from first chapters of Mythology by Edith Hamilton.
- Fact Sheet

Cross-Curricular Connections: World History unit on Ancient Greeks

Cross-curricular connections make learning relevant and provide opportunities for students to reinforce and extend content knowledge and skills.

Modifications for Learners with Special Needs:

Standards: 1.8, 2.1 CA 4

Integrated Skills: Workplace Skills

ACT Level: CA 16-19

North Callaway Co. R-I School District
Activity Design
Title: Note-taking Activity

General Information about Greek Mythology

1. In Greek mythology _____ was the center of the universe. Because this was unlike any primitive cultures prior to the Greeks, this was a _____.
2. Greeks made gods in the image of _____.
3. Gods were to be _____, and, at times, _____ but Greek gods were more _____ to the Greeks. With humanized gods, Greeks were free from _____ of inhuman, inhuman gods that had been worshipped previously.
4. Greek gods visited and stayed at _____.
5. Greek mythology, though largely made up of stories about gods and goddesses, cannot be interpreted strictly in a religious sense. Greek mythology (some of it) was an attempt to explain things in _____; therefore, it was an early, primitive _____.
6. Some Greek myths explain nothing at all but were told strictly to entertain: therefore, they are forms of early _____ as well as science.
7. In addition, Greek mythology also explains their _____ beliefs. In studying Greek myths, we are able to see what human beings, then, _____, and what they _____.
8. Greek gods were _____, _____, _____, but utterly _____ in their looks. They were _____ but in their actions, they were sometimes not as decent as human beings.
9. Greeks believed that the _____ created the gods.

Additional Activity Design pages, Reading Guide (The Odyssey), Vocabulary Worksheet (The Odyssey), Characters/Quotation Review, Journal Entries, Part I Quiz, and Part II Quiz are included in the district curriculum guide.

Mathematics

Examples of Curriculum Format

The examples included in the *Curriculum Sampler* do not represent a complete curriculum; rather, they are excerpts from districts' curricula. The models do not set a standard for length, descriptiveness, required curriculum elements, or format. The examples represent “good” curriculum, not perfect or exemplary curriculum, although some examples contain components that are exemplary.

Rockwood R-VI School District

Fourth-Grade Mathematics

Rationale

The Rockwood mathematics curriculum respects the importance of mathematical literacy for all students. The curriculum, based upon National Council of Teachers of mathematics Standards, as well as Missouri Show-Me Standards, is student-centered and will allow students to explore, discover, conjecture, and apply mathematics. To facilitate student learning teachers utilize a variety of techniques such as direct instruction, cooperative learning, and appropriate use of computers and calculators. Through numerous and interrelated mathematical experience, students will work to attain the following goals:

- become mathematical problem-solvers,
- communicate mathematically,
- reason mathematically,
- connect mathematics to their daily lives,
- develop confidence in their own abilities to do mathematics, and
- appreciate and understand the role of mathematics in real-world situations.

The District's mathematics curriculum has a multi-faceted focus, including problem solving, critical thinking, computation, and the integration of technology. These components and goals are an important part of each student's educational experience. They provide the coherent viewpoint that mathematics is more than a body of knowledge; it is a way of thinking.

Course Description

Fourth graders use their foundation of math skills acquired in the lower grades to expand their learning on a higher level.

Fourth graders master multiplication and division facts in order to focus on more advanced multiplication and division problems throughout the year. Problem solving through the use of a variety of strategies is applied at a higher level to include these computational skills.

Fractions are an integral part of the fourth grade content. In their work, students add, subtract, find equivalent fraction, simplify, order and compare fractions as they continually relate these concepts to life events. Fourth grade students classify and apply measurement and geometric concepts in relationship to things in their life experiences.

Rockwood R-VI School District

Fourth Grade Measurement

VI. CORE CONCEPTUAL OBJECTIVE:

The student will utilize tools of measurement and apply conversion concepts in both mathematical and life situations.

A. CONTENT AND SKILLS:

By the end of grade 4, all students should be able to:	Essential Skills	Missouri Show-Me Standards	NCTM Standards 2000
1. determine the amount of elapsed time.	E	MA 2	Measurement
2. convert the weight of an object in ounces to pounds.	E	1.6 MA 2	Measurement
3. convert and express the value of cups to pints to quarts to gallons.		1.6 MA 2	Measurement
4. convert the length of an object expressed in inches to feet and to yards.		1.6 MA 2	Measurement
5. determine and count the amount in change to be returned (up to \$10.00)	E	MA 2	Measurement
6. measure the length of an object to the nearest $\frac{1}{4}$ inch.	E	MA 2	Measurement
7. identify a millimeter and compare the length of a millimeter to a centimeter.		MA 2	Measurement
8. differentiate between Fahrenheit and Celsius temperatures.		MA 2	Measurement

Measurable learner objectives

Rockwood R-VI School District
Fourth Grade
Measurement

B. FACILITATING ACTIVITIES:

The students will:

1. find an object that weighs more than 1 kilogram but less than 2 kilograms.
2. find a container that holds about 200 milliliters.
3. find an item that weighs approximately 500 milligrams.
4. find an item that has a circumference of about 8 centimeters.
5. find a container that weighs between 1 and 2 kilograms when filled with water.
6. find an object that weighs twice as much as a nickel.
7. find an object approximately 50 millimeters long.
8. find something that measures at least 50 centimeters but not more than 75 centimeters in length.
9. find an item that weighs about the same as your math book.
10. find two items that would equal 1 meter when laid end to end.
11. find a container that holds about 50 milliliters.
12. find an object that weighs about 500 grams.
13. find a container that holds more than 500 millimeters, but less than 1,000 millimeters.
14. find a stone that weighs approximately 200 grams.
15. find a container that holds about .5 liters.
16. find an item that measures more than 5 millimeters in width but less than 10 millimeters.
17. in groups measure the length of each group member's smile in centimeters. Check with others in the group to get accurate measurement.
 - a) Record results for each child on board
 - b) Have students order from least to greatest
 - c) Graph results
 - d) Find sum of smiles
 - e) Create one smile that is the length of the total
18. use Paper Clip Math.
19. use How Do You Measure Up?

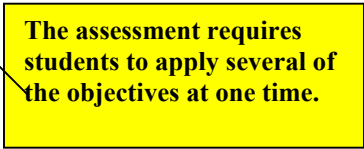
Rockwood R-VI School District

C. APPLICATION LEVEL ASSESSMENT:

The student will complete the following assessment:

First, use an inch ruler to find the measurement of your school desk (to the nearest inch). Mrs. Foote, the teacher, wants to use the new desks that have just arrived, because their length and width are twice the size of the desk that was just measured. She tells each student to calculate the perimeter and the area of both the old desk and the new desk. Then asks each student to explain in a paragraph how the old desk and the new desk compare in perimeter and area.

Scoring Guide CCO VI



The assessment requires students to apply several of the objectives at one time.

Criteria	4	3	2	1
Measurement Accuracy	All measurements are correct.	1 measurement is incorrect within 1 inch.	1 measurement is incorrect within 2 inches.	2 or more measurements are incorrect.
Computation Accuracy	All correct answers.	1 error.	2 errors.	3 or more errors.
Approach	Very logical thought process and very well organized.	Very logical thought process but not well organized.	Not logically thought out but presented well.	Not a logical thought process and not organized.
Communication (complete sentences and mechanics)	No errors in communications.	1-2 errors in communication.	3-4 errors in communication.	More than 4 errors in communication.
Explanation	Explanation is very clear and complete.	Explanation is clear.	Explanation is attempted, but difficult to understand.	Little or no explanation or impossible to follow.

Lee's Summit R-VII School District

Intermediate Rationale: Students should explore math ideas through purposeful interaction, personal discovery, and meaningful practice. These explorations will build on the student's abilities to be effective problem solvers and mathematical communicators in their everyday lives. In the intermediate years the mathematics curriculum will build on previous ideas and skills as well as lay a strong foundation for future mathematical experiences.

Intermediate Course Description: Intermediate mathematics is designed to continue the process of learning the primary course objectives. Students are given the opportunity to use mathematical reasoning skills to make connections within and across the disciplines as well as to situations in the real world. Students will gain confidence in using mathematical language and concepts, computational skills, and problem solving in both individual and cooperative learning formats.

GRADE FIVE RELATING CIRCUMFERENCE AND DIAMETER (15)

TOPICS	OBJECTIVES "TO KNOW AND TO DO"	INSTRUCTIONAL STRATEGIES RESOURCES AND TECHNOLOGY	ASSESSMENT REFER TO ASSESSMENT SECTION	FRAMEWORKS	
				PROCESS	CONTENT
	<p>A. Know descriptions of 2 and 3 dimensional shapes and their relationships</p> <p>1. Identify and describe geometric figures (regular polygons)</p> <p>2. Solve problems involving diameter, circumference, and radius of a circle</p>	<ul style="list-style-type: none"> Class discussion of regular polygons using Discussion Book page 57 Read "Sir Cumference" by Cindy Neuschwander. Students write a story primary grades could read to learn the diameter, radius, and circumference of circles. Share with primary grades. Students work in small groups to measure the diameter of a trash can. With a string, students discover how many times that string can go around the circumference of the can. Students discover the relationship between the diameter and the circumference. Discussion Book pages 58 and 59. 	<p>*Blackline Master 15.1 (p. 96)</p> <p>*Directions for writing story (p. 95)</p> <p>*Student Book Page 59 (p. 97)</p>	<p>1.6</p> <p>2.1</p> <p>1.6, 3.2, 3.3</p>	<p>VI.a</p> <p>VI.a</p> <p>VI.e VI.f</p>

This example shows a variety of instructional strategies to support a variety of learning styles.

Lee's Summit R-VII School District

TOPICS	Lee's Summit R-VII School District OBJECTIVES "TO KNOW AND TO DO"	INSTRUCTIONAL STRATEGIES RESOURCES AND TECHNOLOGY	ASSESSMENT REFER TO ASSESSMENT SECTION	FRAMEWORKS PROCESS CONTENT
		<ul style="list-style-type: none"> • Small groups of students are given variety of circular items (coins, cups, balls) to measure and find the relationship between the diameter and circumference. • Introduce pi ($\pi = 3.14$) to find the circumference. 	<p><i>* (p. 93 & 94, #1, #2)</i></p> <p><i>*Student Book Page 60 (p. 98)</i></p>	

- The assessments are copyrighted materials. The student pages are included in the district curriculum guide.

Lee's Summit R-VII School District

Rationale: In this course, students learn to describe patterns of all kinds, work with formulas, discuss unknowns in problems, and quickly graph linear and non-linear equations. Students are exposed to technology which will include scientific and graphing calculators as well as computers (using spreadsheets). This course will enable students to be able to prosper in a technologically advanced world and become adept at learning how to learn.

Course Description: The first formalized course involving continuation of fundamental math, deals with abstract ideas (letters in place of numbers), use of patterns, generalizations, solving linear and quadratic equations, graphing, simplifying radicals, and solving word problems. Work includes independent study.

ALGEBRA I

EQUATIONS AND FUNCTIONS

TOPICS	OBJECTIVES “TO KNOW AND TO DO”	INSTRUCTIONAL STRATEGIES	ASSESSMENT	FRAMEWORKS	
		RESOURCES AND TECHNOLOGY	REFER TO ASSESSMENT SECTION	PROCESS	CONTENT
	A. Know how to write, solve and graph linear equations and functions. 1. Write a one step equation from information given and solve equations using inverse operations.	<ul style="list-style-type: none"> Discuss and demonstrate solving equations by inverse operations. Technology Book p. 42-43 (Class Activity – use a spreadsheet to play a function game) 	21, 22, 23, 24	3.3	VIII.e
	2. Write and solve two-step equations using inverse operations.	<ul style="list-style-type: none"> Facilitate exploration to solve 2 step equations using algebra tiles or alternate methods. Exploration p. 61 (textbook) – (Cooperative Learning/Hands-on Activity – use algebra tiles to help see the steps involved in solving two-step equations) 	25, 26, 27	3.3	VIII.e
	3. Recognize and describe functions using both tables and equations and identify the domain and range of functions in real world settings.	<ul style="list-style-type: none"> Define functions, share function notation, create tables that model functions and direct students in choosing appropriate domains and ranges for functions modeling actual events. 	28, 29, 30, 31, 237, 238	3.3	VII.b, V.c
TOPICS	Lee’s Summit R-VII School	INSTRUCTIONAL STRATEGIES	ASSESSMENT	FRAMEWORKS	

	District OBJECTIVES “TO KNOW AND TO DO”	RESOURCES AND TECHNOLOGY	REFER TO ASSESSMENT SECTION	PROCESS	CONTENT
	4. Graph linear functions on a coordinate plane and use the graph to solve a problem	<ul style="list-style-type: none"> • Explorations Lab Manual p. 15-16 (discover the equation to describe the relationship between scales on a thermometer) • Project from textbook p. 90-91; worksheet for this is in the Portfolio Project Book p. 22-23 (Partner Activity – will collect and graph data about something that changes over time and present information to the class) • Project from textbook, p. 43 #3 (using a spreadsheet to calculate gas expenses) • Review terminology of graphing on a coordinate plane, origin axes, ordered pairs, etc. • Demonstrate graphing linear relations and using graphs to solve problems. • Technology Book p. 21-22 (explore the calculator's coordinate system) • Technology practice problems from textbook p. 88 #16-20 	32, 33, 34, 35, 234	1.8	VII.b

Good use of technology to support instruction.

Lee's Summit R-VII School District
Algebra 1/A/B Assessments

NOTE: The assessments begin with number twenty-one in the format example.

21. Solve: $-z = 59$

22. Solve: $13 - b = -18$

23. Solve: $x + 4 = 2$

24. Write an equation using 1 variable and 1 operation that has a solution of -8 .

25. Solve: $10x + 5 = 85$

26. Solve: $\frac{x}{6} = -5$

27. A hexagon has 5 sides of the same length and a sixth side of length 14 cm. Suppose the perimeter of the hexagon is 94 cm. Find the length of the 5 sides of equal length. Write an equation and solve.

28. Felicia Johnson paid \$125 to join a tennis club. She pays an additional \$5 every time she uses one of the club's tennis courts. Write an equation that describes Felicia's total cost as a function of the number of times she plays. Let C = the total cost and n = the number of times she plays.

b) Describe the domain and range of the function.

c) Felicia does not want to spend more than \$275 to play tennis during the summer.

What is the maximum number of times that she can play tennis on the club's courts for this amount?

29. Complete the function table:

n	$n - 4$
-2	
4	
2	

30. Write a linear function to model the data below.

x	y
0	6
1	18
2	30
3	42

Lee's Summit R-VII School District
Algebra 1/A/B Assessments

31. Make a table for the function $y = mx + b$ $y = 2x - 7$ Use x - values of 1, 2, 3, 4, and 5.

32. Graph $y = 2x - 7$.

33. Graph $y = \frac{1}{3}x - 1$

34. The O'Briens are planning an anniversary party. They are going to rent a banquet hall for \$350, and the caterer will charge \$25 per person.

a) Write and graph an equation describing their cost (C) for the hall and catering as a function of the number of people (n).

b) The O'Briens have budgeted \$1800 for their banquet hall and catering. What is the maximum number of people who can attend the party for this amount?

Assessments 237 and 238 are included in the district curriculum guide.

Science

Examples of Curriculum Format

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North Callaway R-I School District Kindergarten Science

Rationale: Science offers kindergarten students an opportunity to explore nature and to develop an awareness of Earth's environment. Naturally curious and filled with a sense of wonder, these students should begin to investigate the world and start connecting science to their individual lives.

Course Description: Science in kindergarten focuses on a hands-on inquiry. Specific information is acquired through learning to think in a scientific way and by asking questions, making predictions, experimenting, graphing data, and finding solutions. Through this and other processes, students start to develop thinking skills for a lifetime of learning and problem solving. Units on the plant structure and ecology, weather, and matter will help these students begin to learn about science. It is our goal that the kindergarten science program is not limited to these units, but that the above skills are taught and reinforced in all areas of the classroom.

UNIT: Plant Structure and Ecology

Bolded Items are Assessed on the MAP

Non-bolded Items are Assessed Locally

Unit Description: Students will sort and classify plants and plant parts. Students will investigate plant ecological systems around the classroom and school.

Time: 8 weeks

Unit Objective: All students will demonstrate proficiency in the ability to create communications (pictures, models, graphs, story, journals, etc.) that describe and compare plants in terms of shape and/or size, and/or texture.

LEARNER OBJECTIVES	PROCESS	CONTENT	FRAMEWORK STATEMENT	INTEGRATED SKILLS +	SUGGESTED ACTIVITIES	SUGGESTED ASSESSMENTS/TOOLS
Use the five senses and a magnifying glass to observe plants and plant parts.	1.4 1.6	SC 3	I.A.1.a, c		"Trees" Activity/ Plant observations/ Life cycles books/	PE: Scrapbook Tool: Scoring Guide
Identify the basic parts of a plant: root, stem, leaf, flower and/or seed.	1.2	SC 3				PE: Oral quizzing Tool: Teacher observation Criteria
Sort and group plant parts based on color and shape.	1.5 1.6	SC 3	VII.A.1.a, b VII.C.1.a, b			PE: Student participation Tool: Teacher Observation Criteria
Observe that plants have different structures and characteristics that help them survive.	1.7 1.8 2.4	SC 4	VII.A.2 VIII.B.3.a VIII.A.4.b, c			
Identify the needs of plants: food, water, air, and good place to grow.	1.1 1.2	SC 4	VII.B.2 VIII.A.2.a	C		
Observe and record that plants go through life cycles.	1.2	SC#	I.B.1.a VII.B.1.a			
Observe that plant offspring are similar but not exactly like their parents.	1.1 1.6	SC 3 SC 7	I.B.1.a VII.A.3.a			
Identify ways people depend on plants: clothing, shelter, and food.	2.3 4.1	SC 4	VIII.A.3.a	C		

The science curriculum illustrates the development of a unit objective. Sub-objectives indicate what students need to know and be able to do to meet the unit objective.

Lebanon R-III School District Grade 6 Science

Rationale: To expose all students to the major elements of science so that they can apply their understanding to daily life and appreciate their natural world.

Course Description: Students will explore science concepts through hands-on activities in the areas of :

- Chemistry
- Electricity and Magnetism
- Force and Motion
- Sound and Light
- Geology
- Ecology

This format is an example of curriculum developed using the Electronic Alignment Tool.

Alignment with Show-Me Standard	MEASURABLE LEARNER OBJECTIVES	ASSESSMENT	CONCEPTS	LEVEL OF EXPECTATION
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1.3 1.6	SC 1 SC 2	LOCAL OBJECTIVE: 05. Identify characteristics, forms and sources of energy and explain their interactions with matter. A. Energy transfer—potential/kinetic energy, conduction/convection/radiation (continued—see notes)	Written test. Release Item: '98, Intermediate Science, p. 23 #8 (CR). '00 Intermediate Science, p.1. #1 (CR)	Potential/kinetic energy	4 out of 5
				Energy types	
				Conservation of energy	
				Newton’s laws of motion	
				Energy transfer	
		LEARNING ACTIVITY: Build pendulums, label diagrams, identify types of energy in room, work lab, additional lab activities, reading, worksheets, discussion, cooperative learning.			
		2/1/2002 insulation, thermal expansion/pressure/states of matter/temperature B. energy forms and sources			

INSTRUCTIONAL METHOD	RESOURCES	CORRECTIONS	ENRICHMENTS	SPECIAL NEEDS
Lecture, video, demonstration, cooperative learning	Text Section C and F, worksheets and activities in binders			

NORTH KANSAS CITY 74 SCHOOL DISTRICT

SCIENCE CURRICULUM FRAMEWORK

RATIONALE

The primary goal of the North Kansas City School District science curriculum is to provide a vehicle for students to become “scientifically literate.” Scientific literacy as defined by the American Association for the Advancement of Science means:

“...being familiar with the natural world and respecting its unity; being aware of some of the important ways in which mathematics, technology, and the sciences depend upon one another; understanding some of the key concepts and principles of science; having a capacity for scientific ways of thinking; knowing that science, mathematics, and technology are human enterprises, and knowing what that implies about their strengths and their limitations; and being able to use scientific knowledge and ways of thinking for personal and social purposes.”

All students need to understand and deal rationally with the issues and opportunities of a scientific and technological world both now and in the future. Students need to gain scientific knowledge and skill that can be applied to their daily lives. They need to be able to access and use a variety of research and technological resources to acquire and communicate knowledge to others effectively. They need to develop an appreciation for the past and present knowledge of science and technology. Students need to see how science concepts and principles are connected to all other areas of the curriculum. They need to develop a willingness to be informed citizens who react thoughtfully to scientific claims, not rejecting them out of hand or accepting them without question.

The District’s science program works toward the development of responsible persons who will be productive, quality workers. The science program strives to develop meaningful work for students so that they will become adaptable problem-solvers who use the methods of science, who set and achieve goals, who analyze and evaluate solutions, and who use the knowledge gained for improvement and personal growth.

NKCSD Science Program Grade Seven Course Description

Students in the North Kansas City Schools experience eight strands of science. These strands are covered in increasing depth as students progress through the grades. The strands are: Scientific Inquiry; Matter and Energy; Forces, Motion, and Mechanical Energy; Earth Systems; the Universe; Living Systems; and, Ecology.

Students in seventh grade in the North Kansas City Schools study a variety of science concepts upon which science instruction will be based in succeeding grades. Seventh grade students learn about the scientific method and the relevance of science to their everyday lives. They use the scientific process to study science, and to explain scientific concepts in scientific terms. They learn about the effects of scientific technology, and use technology to study a variety of scientific concepts. They learn that anyone can do science and have scientific ideas.

Seventh grade students study the transfer of heat energy, by conduction, convection, or radiation. They study mechanical and electromagnetic spectrum. They study types of force and properties of motion, potential and kinetic energy, and the relationship of work and energy. Motions and forces within our solar system, such as gravity, rotation, revolution, and the changing of seasons are studied in seventh grade. They learn about many of the discoveries made as a result of space exploration and the tools used in the exploration of space.

Seventh grade students study plate tectonics, rocks, minerals, fossils, weather, climate and the water cycle. They study the structure and function of cells, including single cell and multi-cellular organisms, plant and animal cells, sexual and asexual reproduction, heredity and genes. They study ecosystems and the survival of species through adaptation. Seventh grade students also study the impact of environmental changes on organisms within the environment.

NORTH KANSAS CITY 74 SCHOOL DISTRICT

NORTH KANSAS CITY SCHOOL DISTRICT SCIENCE GOALS			
K-12 Program Goal	<i>Indicators of student achievement</i>	Match to MO Show-Me Standards	
		Performance/ Process Standard	Knowledge/ Content Standard
Goal 1 - Students will demonstrate the ability to access and use a variety of research and technological resources to acquire scientific knowledge.	A. Demonstrate the ability to use media centers.	1.4	<div style="background-color: yellow; padding: 5px; border: 1px solid black;"> This curriculum sample provides program goals and indicators of student achievement for grades K-12. </div>
	B. Demonstrate the ability to use technology to generate, acquire and use scientific information. This includes, but is not limited to: computers, CD-Rom, and Internet.	1.2, 1.4, 2.7, 3.2	
	C. Demonstrate the ability to use a variety of media to access scientific information and gain knowledge. This includes, but is not limited to: newspapers, periodicals, television, human resources, and government agencies.	1.4	
Goal 2 - Students will demonstrate an understanding of basic science and its application to real life across all areas of curriculum.	A. Demonstrate an understanding and application of systems and interactions found in the natural world. This includes, but is not limited to: predator-prey relationships, solar system, mechanical systems, and human impact on the environment.	1.6, 4.3	SC3, SC4, SC5, SC6, SC8, SS5, HP3, HP4
	B. Demonstrate an understanding and application of patterns of change observed in the natural world. This includes, but is not limited to: life cycles, water cycles, and changes in the Earth.	1.6, 1.10, 4.3	SC3, SC5, SS5, SS7, HP2, HP5
	C. Demonstrate an understanding and application of patterns of structure observed in all forms of matter from the smaller units (e.g., the atom) to larger units (e.g., ecosystems, solar system).	1.6, 1.10, 4.3	SC4, SC5, SC6, SC8
	D. Demonstrate an understanding and application of energy and its transformations as it flows throughout the systems. This includes, but is not limited to: kinetic and potential energy, fuels, growth and development, and weather.	1.6, 1.10, 4.3	SC1, SC2, SC5, HP1
	E. Demonstrate an understanding how science skills and knowledge impact jobs and professions.	4.8	MA1

NORTH KANSAS CITY 74 SCHOOL DISTRICT

K-12 Program Goal	Indicators of student achievement	Match to MO Show-Me Standards	
		Performance/ Process Standard	Knowledge/ Content Standard
Goal 3 - Students will demonstrate the ability to be scientific problem solvers and decision makers who can work cooperatively and independently.	A. Demonstrate the use of hands-on materials to solve scientific problems.	2.1	SC7
	B. Demonstrate observational skills by using their senses.	2.3	SC7
	C. Demonstrate measurement skills by using appropriate tools to collect and analyze data.	1.8	SC7, MA2, MA3, SS7
	D. Demonstrate the ability to create and conduct experiments using the scientific method. This includes, but is not limited to: designing, predicting, graphing, and interpreting.	1.1, 1.2, 1.3, 3.1, 3.3, 4.7	SC7, MA1, MA6, SS7
	E. Demonstrate the ability to be competent in working both with others and independently.	2.3, 4.4, 4.6, 4.7	CA6
	F. Demonstrate the ability to make and justify an informed decision based on scientific evidence.	1.2, 1.5, 1.7, 3.2, 3.4, 4.1	SC7, CA3, MA3
Goal 4 - Students will demonstrate the ability to communicate scientific information clearly and objectively.	A. Demonstrate the ability to interpret and explain scientific data and concepts objectively. This includes, but is not limited to: using graphs, charts, and data tables.	1.2, 1.5, 1.8, 3.5	CA4, SS7
	B. Demonstrate the ability to effectively communicate scientific information in oral and/or written form.	2.2	CA1, CA4
	C. Demonstrate the ability to produce and present effective oral, visual, and written science materials. This includes, but is not limited to: reports, videotapes, posters, and multi-media presentations.	1.8, 2.1, 2.4, 2.5, 2.7, 4.5	CA4, CA5, FA1
	D. Demonstrate the ability to observe and make critical evaluations. This includes, but is not limited to: following directions accurately, recording important facts and ideas, and evaluating the credibility of information.	1.2, 1.5, 1.7, 1.8, 3.5	CA3, CA4, CA6

NORTH KANSAS CITY 74 SCHOOL DISTRICT
Science Grade 7 Pacing Guide

**The Pacing Guide
provides a profile of the
school year at a glance.**

Sept.	Oct.	Nov.	Dec.	Jan.	Feb	Mar.	April	May
Week 1 Science Method & Metric System (3 weeks)	Week 1 Earth-quakes (1 week)	Week 1 Rocks & Minerals Cycle Erosion & Weathering (3 weeks)	Week 1 Weather (4 weeks)	Week 1	Week 1 Space Motion Seasons Phases Eclipses (3 weeks)	Week 1 Mitosis & Meiosis (2 weeks)	Week 1 MAP Review	Week 1
Week 2 Science Method & Metric System (3 weeks)	Week 2 Volcanoes (1 week)	Week 2 Fossils (1 week)	Week 2 Weather (4 weeks)	Week 2 Objects in Solar System (1 week)	Week 2 Tools & Exploration (1 week)	Week 2 Genetics (2 weeks)	Week 2	Week 2
Week 3 Plate Tectonics (2 weeks)	Week 3 Rocks & Minerals Cycle Erosion & Weathering (3 weeks)	Week 3 Water Cycle & Heat Transfer (1 week)	Week 3 Weather (4 weeks)	Week 3 Space Motion Seasons Phases Eclipses (3 weeks)	Week 3 Cell Review (1 week)	Week 3 Genetics (2 weeks)	Week 3	Week 3
Week 4 Plate Tectonics (2 weeks)	Week 4 Rocks & Minerals Cycle Erosion & Weathering (3 weeks)	Week 4 Weather (4 weeks)	Week 4	Week 4 Space Motion Seasons Phases Eclipses (3 weeks)	Week 4 Mitosis & Meiosis (2 weeks)	Week 4	Week 4	Week 4

NORTH KANSAS CITY 74 SCHOOL DISTRICT
Science Program
Grade Seven

Grade	4	5	6	7
Mastery Level	R	M		T

Unit: Scientific Inquiry

Objective: #1 Students will design an experiment and identify tools to use for it. Then students will explain how their scientific tools improved their observations and measurements.

Vocabulary:

- Observation
- Measurement
- Examples of science measuring tools (ex: beaker, graduated cylinder, thermometer, ruler, etc.)
- Scientific Method

District Resource:

Science Interactions Course 3 textbook, pages 7-15

Optional Resources:

Teaching Time: 60-90 minutes

Assessment: Student lab report, Teacher tests, MAP

Curriculum Strand: Scientific Inquiry

Missouri Knowledge Standard: SC7

Missouri Performance Standard: 1.3

Graduation Goal: 1, 2

Program Goal: 2, 3

Blooms Level: Synthesis (design)
Knowledge (identify)
Comprehension (explain)

ABACUS Code: R51, M4, R5, R2, R9

Instructional Activities:

- Give a small group of students a set of materials to use in an experiment that they will design (beakers, sponges, paper towels, different fruits, objects with different shapes or densities, etc.) Have them create a question to test and design an experiment using the materials. Students should identify the scientific tools they will need for their experiment.
- After completing their experiment, have the students explain individually how their data/results would have been different had they not had their measuring tools. (Students can use pages 7-15 of their textbook as a reference for the scientific method.)

Expansions:

Remediation: Set out a display of different scientific tools and have the students draw, label, and write descriptions for how each one is used.

Sample Assessment:

1. Design an experiment from given materials and identify scientific tools to use in the experiment on a lab report.
2. Students will identify the components of the scientific method in their results and explain how the use of the tools they used affected their data and results.

Grade	4	5	6	7
Mastery Level	R	R	R	T

NORTH KANSAS CITY 74 SCHOOL DISTRICT

Unit: Scientific Inquiry

Objective: #5 & #6 Students will design an investigation and explain their process and results. I.B.1a

Vocabulary:

- Scientific method
- Control
- Independent and dependent variable
- Constant
- Average
- Table
- Graph

District Resource:

Science Interactions, pages 3-15 Course 3 and/or Course 2 textbook

Optional Resources:

Teaching Time: 1 week

Assessment: Student investigation, Presentation, Teacher Test, MAP

Curriculum Strand: Processes of Scientific Inquiry

Missouri Knowledge Standard: SC7

Missouri Performance Standard: 1.8, 1.3, 1.6, 3.4, 3.5, 4.1, 2.1

Graduation Goal: 3

Program Goal: 3,4

Blooms Level: Synthesis (design)
Comprehension (explain)

ABACUS Code: R9, R12, R7, R8, M2, R10, R43, R13, R11, R56, R20, R52, R2

Instructional Activities:

- Have students individually or in small lab groups choose a topic of interest and create a question about it that is testable. (Make sure that they are not simply doing a survey). Following the steps of the scientific method (they can use the textbook as a guide), students should design a testable investigation over their topic including the purpose, hypothesis, research, explain the process they would use, list of variables and constants, observations from their tests, data collected, graphs/tables, and conclusion. An outline of these steps would greatly help the students in their planning, so they could simply fill in their ideas. Also, practice going through some example experiments together as a class before-hand so the students can better understand the process and its components. If students have trouble coming up with ideas, you can have a list of questions ready for them to choose from, such as: "What type of detergent gets out grass stains the best?", "What brand of paper towel is the strongest?", "What type of juice container is more durable?", "What shape of Matchbox car rolls the fastest?"

Expansions:

Remediation:

Sample Assessment: When students have completed their self-designed investigation, they should design a presentation (such as a tri-fold display, video, computer presentation, etc.) to explain the purpose, process, and results of their investigation.

Subject Area

Rationale: The primary task of science education is to foster students' curiosity to investigate the natural phenomena of their world. Students will develop confidence in their ability to use scientific concepts and principles to understand and control real-world situations. In preparation for careers and life choices, students must comprehend the impact of science and technology on the individual, society, and culture.

CHEMISTRY I: Chemistry is the study of the relationship between matter and energy and the changes they undergo. This course is designed as a first-year course in preparation for college. The subject matter is developed through lecture, class discussion, demonstration, laboratory, and problem-solving experiences. **Rationale:** The purpose of chemistry is to develop an appreciation of the chemical nature of the world. Students will develop an analytical approach to problem solving and skills needed in advanced levels of science.

SC 1: properties and principles of matter and energy

This example provides opportunities to record the date the objective was taught.

Social Studies

Examples of Curriculum Format

The examples included in the *Curriculum Sampler* do not represent a complete curriculum; rather, they are excerpts from districts' curricula. The models do not set a standard for length, descriptiveness, required curriculum elements, or format. The examples represent “good” curriculum, not perfect or exemplary curriculum, although some examples contain components that are exemplary.

Wellington-Napoleon R-IX School District Grade-3 Social Studies Curriculum

Subject Area SOCIAL STUDIES

Rationale: The mission of social studies is to prepare young people for informed responsible citizenship now and in the future. This will be accomplished through the study of economics, civic/political, social/cultural, historical and geographical perspectives.

Course/Grade Level THIRD GRADE: The third grade social studies program emphasizes map study, government/economics and historical events. Through an interactive approach students will recognize their importance as individuals to their family, community and country.

Rationale: The third grade social studies program promotes the understanding of the American culture and heritage to instill respect for other people, to establish a sense of personal and social responsibility, and to enhance the skills of good citizenship.

Content Standard SS1: Principles expressed in the documents shaping constitutional democracy in the United States.

Objectives	Resources / Activities	Assessments
<p>SS-3-1-1 Recognize the rights and responsibilities of a citizen in his school and community.</p> <p>A. Practice and defend the protection of individual rights.</p> <p>B. Demonstrate responsibilities by showing respect and fair treatment to others.</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;"> <p>A variety of instructional activities are included in this example.</p> </div>	<p>Courtroom drama: Student has broken a classroom rule. Judge, lawyers, jurors and witnesses are assigned. Teacher guides the students through the process of a trial complete with sentencing if the student is found guilty.</p> <p>*Students may be asked to apply democratic concepts to how decisions are made in the school and local community.</p> <p>*Students could be given a scenario dealing with a problem, such as lack of water in an area, people wasting resources, etc., and asked how the problem might be solved.</p> <p>*Students apply the concept of a decision grid to help in solving some economic problem that is meaningful to grade three students.</p> <p>*Students, when given a scenario where a problem and a solution to the problem are presented, could be asked to evaluate the extent to which the solution did resolve the problem.</p> <p>*Students could be given a scenario pertaining to a group of people who live in a community in Missouri and asked to identify some of the responsibilities citizens have in that community.</p>	<p>A3183 – Performance / Product</p> <p>Groups of students will choose a certain right in a real-life scenario.</p> <p>Evaluation criteria:</p> <p>--Recognize the problem</p> <p>--Relate two possible solutions and consequences.</p> <p>--Defend the solution by acting out the situation in groups.</p> <p>*--Evaluate response (MAP)</p> <p>--Construct decision grid (MAP)</p> <p>Process Standard Links: 1.5, 3.7, 4.1, 4.2,</p>

Ste. Genevieve County R-II Seventh-Grade Social Studies

Rationale:

Course Description:

Alignment with Show-Me Standards	MEASURABLE LEARNER OBJECTIVES	ASSESSMENT	ACHIEVEMENT LEVEL	INSTRUCTIONAL METHOD
----------------------------------	-------------------------------	------------	-------------------	----------------------

1 3.5 SS 3
 4.3

LOCAL OBJECTIVE: Differentiate between the role of a citizen in a democracy and an authoritarian government. A) Compare and Contrast. B) List.	INSTRUCTIONAL ACTIVITY: Construct a chart that illustrates the difference between living in a democracy and living under an authoritarian government.	Test: Compare and contrast understanding of differences between democracy & authoritarian gov't.	80%	Teacher-led Discussion, Read
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A description of modifications for students with special needs supports inclusion.

RESOURCES
Textbook

This sample provides an area to describe corrections and enrichments.

ENRICHMENTS

Research current authoritarian governments and those of the past and write an essay highlighting their differences between them and a democracy.

SPECIAL NEEDS

Students will be allowed to take their test with a Special Education Teacher who is familiar with their needs.

Alignment with Show-Me Standards	MEASURABLE LEARNER OBJECTIVES	ASSESSMENT	ACHIEVEMENT LEVEL	INSTRUCTIONAL METHOD
----------------------------------	-------------------------------	------------	-------------------	----------------------

2 1.8 SS 1
 3.5 SS 3

LOCAL OBJECTIVE: Demonstrate a mastery of the duties of the three branches of government. A. Legislative. B) Executive. C) Judicial	INSTRUCTIONAL ACTIVITY: Create a chart that describes the function of each branch of government.	Quiz asking students to describe the role of the Executive Branch in the passage of legislation.	80%	Lecture, Discussion, Video, Reading
--	---	--	-----	-------------------------------------

RESOURCES
Textbook, Video

CORRECTIONS

Answer the questions from the chapter review.

ENRICHMENTS

Explain how each branch of government affects their lives.

SPECIAL NEEDS

Pair students by ability and research all boldface type in the section. Then compare answers with other groups.

**Ferguson-Florissant R-II
School District
Citizenship/Government**

Materials/Resources

Required:
Handouts

Technology:

- ☐ Database/Spreadsheet
- ☐ Desktop Publishing
- ☐ E-mail/Internet
- ☐ Presentation Programs
- ☐ Problem Solving/Simulations
- ☐ Tutorials
- ☐ Web Pages/Graphics
- ☐ Word Processing
- ☐ Other

Cognitive Processes

- ☐ Knowledge
- ☐ Comprehension
- ☐ *Application*
- ✓ *Analysis*
- ✓ *Synthesis*
- ✓ *Evaluation*

Unit/Topic/Lesson Title What Is Government and What Should It Do?

Subject/Course: Citizenship/Government

Grade Level: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☐ 10 ☐ 11 ☐ 12

Situation for Best Use: ☒ Individual ☒ Pairs ☒ Small Groups ☐ Whole Group ☐ Labs ☐ Other

Approximate Time Required for Task/Lesson: 1-2 Periods

“Show-Me” Process & Content Standards

Goal 1 - #6; Goal 2 - #3; Goal 4 - #1

SS #3

A+ Tracked Competencies: (high school) C 3

Instructional Objectives/Competencies:

G1.1 Explain the meaning of government

G1.2 Evaluate, take, and defend positions on competing ideas regarding the purposes of politics and government and their implications for the individual and society.

G1.3 Explain competing ideas about purposes of politics and government.

Prerequisite Knowledge/Skills/Vocabulary:

Government, individual rights

The district template provides opportunities to address situations for best use, prerequisite knowledge, character education/equity, career pathways/workplace-readiness, technology, and cognitive processes.

Student Support/Enrichment

Character Education/Equity:

cooperation

Career Pathways/Workplace-Readiness Skills:

Arts and Communication

Organizes and maintains information

Additional information about the district template can be found in the “Putting It All Together” section.

**Ferguson-Florissant R-II
School District**

Unit/Topic/Lesson Title What Is Government and What Should It Do?

Subject/Course: Citizenship/Government

Grade Level: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☐ 10 ☐ 11 ☐ 12

Situation for Best Use: ☒ Individual ☒ Pairs ☒ Small Groups ☐ Whole Group ☐ Labs ☐ Other

Approximate Time Required for Task/Lesson: 1-2 Periods

Instructional Strategies:

- ☒ Brainstorming/Discussion
- ☐ Computer Activities
- ☒ Cooperative Learning
- ☐ Debates/Critiques
- ☐ Exhibits/Samples/Displays
- ☐ Graphic Organizer
- ☒ Guided Discovery
- ☐ Hands On/Lab Activity
- ☐ Integrated/Multidisciplinary
- ☐ Modeling/Demonstration
- ☐ Presentation/Lecture
- ☐ Role Playing
- ☐ Other: _____

Evidence of Student Achievement:

- ☐ Essay/Report/Poem/Journal
- ☐ Exhibit/Presentation/Recital
- ☐ Graphs/Charts/Maps/Artifact
- ☒ Homework/Daily Work/Checklist
- ☐ Interview/Questioning
- ☐ Observation (Student/Teacher)
- ☒ Participation (Individual/Group)
- ☐ Performance Task/Role Play
- ☐ Research
- ☐ Self-Assessment/Reflection
- ☒ Written Test/Quiz
 - ☒ Selected Response
 - ☒ Constructed Response
- ☐ Performance Event
- ☐ Other: _____

Feedback Given to Students:

- ☐ Oral Comment(s)
- ☐ Scoring guides
- ☒ Score(s)
- ☐ Written Comment(s)
- ☐ Conference
- ☐ Other

Providing checklists of instructional strategies, evidence of student achievement and feedback given to students adds emphasis to these areas.

Unit/Lesson Designer: Reger and Naumann

Description of lesson – Include what students do, perform, or produce and how objectives/competencies are assessed.

Assessment items must be attached.

1. Students will work in groups to answer questions on the attached worksheet.
2. Students will divide the ten “do or not do” responses into two categories—provide for the common good or protection of individual rights. Students will report their findings to the class.
3. Students will decide who should be responsible for the tasks the government “should not do.” Some examples may be individuals, families, employers, civic organizations, churches, etc.
4. Discussion should ensue on “What is the purpose of government.” Question to be answered: Look at you group’s answer on “What is the purpose of government?” Would you like to revise your answer? If not, justify your answer to this question.

Assessment: Teachers will use the Assessment (selected and constructed response) questions attached on their quiz or text.

The district requires assessment to be attached. This is helpful to teachers in implementing curriculum.

Ferguson-Florissant R-II School District
What is Government?

What is government?

What is the purpose of government?

What should government do?

- 1.
- 2.
- 3.
- 4.
- 5.

**What should
government not do?**

- 1.
- 2.
- 3.
- 4.
- 5.

Ferguson-Florissant R-II School District Citizenship/Government Scoring Guide

Performance list for

What is government and what should it do?

Criteria/Objectives	Possible Points	Comments
Participation on group work. _____	10 _____	
Constructed response questions on worksheet _____	20 _____	
Division of responses – common good vs. individual rights _____	10 _____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
Totals	<u>40</u>	

Criteria for Competency: 80%
32/40

	A	B	C	D
Point Range:	93 to 100	84 to 92	70 to 83	60 to 69

Ferguson Florissant R-II School District Writing Assessment Questions

Title: What is Government?

Stimulus Materials: _____

Subject area: Citizenship/Government

Writer(s): Naumann and Reger

Grade(s): 9 Standards Assessed: Performance (process) 1.6 & 4.1 Knowledge (content) SS3

Objective (Verification sheet): G.1 – Explain the meaning of government, G1.2 – Defend competing ideas, re: purposes of government, G1.3 – Explain purposes of politics and government.

Selected Response:

Which of the following documents does not present ideas on government?

- A. Declaration of Independence
- B. U.S. Constitution
- *C. Gospel of Wealth
- D. U.N. Declaration of Human Rights

Constructed Response (closed):

Name a document that outlines what the U.S. may do or may not do.

U.S. Constitution

Open-ended Constructed Response:

What is government?

What is the purpose of government?

What should government do?

What should government not do?

*Add these questions to your test or quiz.

The district template provides the opportunity to create multiple assessment types: selected response, closed constructed response, and open ended constructed response items.

The district created a uniform scoring guide for oral presentations. This is beneficial to students and teachers.

CRITERIA FOR VOICES

		Always	Sometimes	Seldom
V	OLUME	Expressive voice and tone quality; consistent proper volume	Pleasant voice and tone quality; varies volume	Harsh, irritating voice and tone quality; improper volume
O	RGANIZATION	Presentation is organized with a beginning, body of information, and conclusion; clear focus to presentation, and focus is not lost	Presentation is somewhat organized but does not include a beginning, middle, or end; some loss of focus	Presentation appears to be thrown together with nothing in order; organization is not discernable and no observable focus
I	NFORMATION	Factually accurate knowledge of the topic; stays on topic throughout the presentation	Some facts may be inaccurate; mostly stays on the topic	Most of the facts were inaccurate; wanders off topic frequently
C	OMPOSURE	Composed and self-possessed; excellent carriage; consistently makes eye contact with audience	Uses appropriate posture; makes eye contact with audience	Movements inappropriate to presentation; makes no eye contact with audience
E	NUNCIATION	Consistently clear and understandable; smooth delivery; consistent and appropriate rate	Clear and understandable; rate varies with some pauses	Unclear and indistinct; halting, long pauses
S	TANDARD ENGLISH	Consistently uses correct grammatical structure and follows accepted conventions of language	Has few grammatical errors	Has extensive grammatical errors

Points for A+ must be 80 per cent of the total points.

Health/Physical Education

Examples of Curriculum Format

The examples included in the *Curriculum Sampler* do not represent a complete curriculum; rather, they are excerpts from districts' curricula. The models do not set a standard for length, descriptiveness, required curriculum elements, or format. The examples represent “good” curriculum, not perfect or exemplary curriculum, although some examples contain components that are exemplary.

**Modified from the
Lindbergh R-VIII School District
High School Physical Education Curriculum**

Physical Education Philosophy

It is our goal to provide each student enrolled in a physical education class with a quality Physical Education experience. To achieve that goal our program embodies scientifically based principles; lifetime recreational activities and team sports; up-to-date, enjoyable, and creative activities; safety awareness and practices; progressive skill acquisition, and development of self-confidence and social skills.

Physical Education Rationale

It is imperative that students are made aware of and encouraged to participate in regular physical activity. The benefits of participating in physical activity include, but are not limited to: risk-factor reduction related to heart disease, stroke, high blood pressure, high cholesterol, cancer, diabetes, obesity and stress. The current trend is inactivity. Inactive, unhealthy children do not have the best chance to succeed and they often become inactive adults. Inactive adults often become people who miss work, use their insurance more often and die much earlier. The opportunity to acquire knowledge and skills through our physical education program offers a positive way to help reverse this trend. Our physical education classes are intended to be the foundation for the development of an active lifestyle, an active lifestyle that will lead to a future of healthier adults.

Physical Education Course Description

This course is designed to provide each student with a quality Physical Education experience, which is aligned to the Missouri Show-me Standards. The emphasis is on: sports skills and lifetime activities; rhythm and dance; the principles of human movement; personal fitness and wellness; responsible personal and social behavior in a physical activity setting; and injury prevention, treatment and rehabilitation.

Content Standard 4: Missouri students in Health/Physical Education will acquire a solid foundation in the *principles of movement and physical fitness*.

Frameworks Strand IV.B: Efficiency of Human Movement and Performance – Sports Skills and Lifetime Activities

Major Objective 1: Students will have a cognitive understanding of sports and lifetime activities.

Sub Objectives needed to reach Major Objective 1

1. Students will know the history, rules, strategies, safety principles and skill technique which are necessary for the introduced sport or game. (IV/B1.1)

Activities Used:

- a. Lecture on rules and strategies, safety principles and history
- b. Handouts on rules and safety principles and history
- c. Student and teacher demonstration of strategies and skill techniques

Assessments Used:

- a. Written Constructed Response Questions over rules and safety principles and history
- b. Use of rubric based skill test related to each skill technique and demonstration of strategies of the game or sport.

The example includes sub-objectives, activities, and assessments for the major objective.

The assessment gives students opportunities to construct responses.

This curriculum was designed around the Health/Physical Education Content Standards.

The district's goals for graduation are implied in the statement: "We intend to make our classes the foundation for a future of physically active adults." This course is aligned with the Missouri Assessment Program (MAP) and the Show-Me Standards.

Lindbergh R-VIII School District

Goals for Graduates of Secondary Health Education

1. To develop as persons in their own right, learning to take responsibility for their own actions and to appreciate individual differences.
2. To learn that health knowledge and application determines the length and quality of life.
3. To acquire basic information about body structures, function, and growth
4. To take proper care of their bodies
5. To develop the knowledge and attitudes necessary to take responsibility for their personal safety and for the safety of others
6. To appreciate progress in the health profession and research.
7. To seed the truth – to sort out fact from fiction and fraud, to think critically

Rationale for Secondary Health Education

Health is the physical, mental, social, and emotional state of the individual that determines the extent to which one lives a happy, complete, responsible, and useful life. All of these areas are interrelated, and each one depends upon the soundness of the other for its complete effectiveness.

It is a goal of health education to recognize the uniqueness of the individual and the importance of a positive self-concept in helping the students reach their optimum potential.

Health education is that phase of learning, which emphasizes health appreciation, knowledge, attitudes, and habits. It should be recognized as an integral part of the total education program with the support and involvement of the family and community. This will help individuals to live healthfully, learn effectively, decide responsibly, and contribute desirably to their environment.

Course Description – Ninth Grade Health Hazelwood District

Students will apply knowledge about the structure and function of the body to developing a healthy lifestyle. They will use problem solving and conflict-resolution skills to analyze situations and develop multiple solutions. They will enhance physical and mental health by analyzing and evaluating personal behavior. Nutrition plans will be assessed and designed to understand diet, weight control, and preventing eating disorders. They will demonstrate knowledge of the prevention of communicable and noncommunicable disease, identifying risk behaviors that lead to disease, and locating available health resources. They will demonstrate knowledge of the effects of tobacco, alcohol, and other drugs on the body systems and how high-risk behaviors cause health problems and can be avoided. They will evaluate advertising and marketing techniques in order to make informed decisions regarding health services and products. They will apply appropriate strategies for first aid, injury prevention, and emergency situations.

Health Education Units to Be Taught in Ninth Grade

- A. Introduction
- B. Body Systems
- C. Nutrition Principles and Practices
- D. Consumer/ Environmental Health
- E. Disease Prevention and Control
- F. Injury Prevention and Rehabilitation
- G. Tobacco Alcohol and Other Drugs
- H. Growth and Development

Lindbergh R-VIII School District

Unit: Consumer/Environment Health

Framework and Show-Me Standards	Objective The learner will be able to do:	Sample Instructional Strategies	Sample Assessments
IB2, The rights of both individuals and the communities need to be considered when making societal health decisions. (HP 2) (1.10, 4.2, 4.3)	7. Analyze how the rights of both individuals and communities need to be considered when making societal health decisions.	7.1 Debate a public health issue such as smoking in public, taking into consideration individual's rights verses community rights. 7.2 Textbook – Glencoe Health, pp 731-733	7.1 Write a paper analyzing a public health issue such as serving alcohol to minors and the open container ordinance, taking into consideration individual rights versus community rights

Alignment is evident in the measurable learner objective and the sample instructional strategy. Assessing the objective through a written paper is aided by including the Written Report Rubric in the curriculum guide.

Written Report Rubric

Category	4	3	2	1
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at".	The conclusion is recognizable and ties up almost all loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	No facts are reported OR most are inaccurately reported.
Support for Topic (Content)	Relevant, telling quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

Modified from the Rockwood R-VI School District Elementary Physical Education Curriculum

Physical Education Introduction

Health/physical education is a vital part of the total education program. A child's health status is a major determination of his/her educational achievement. The healthy, physically active child is more likely to be academically motivated, alert and successful in school and more likely to establish a healthy active lifestyle

Physical Education Rationale

Health/physical education is an ongoing process that begins in early childhood and continues through out one's life. Health/physical education provides the student with fundamental knowledge, behaviors, and skills necessary for a healthy, active life.

The Rockwood health/physical education program is committed to promoting a healthy active lifestyle. Through participation in health/physical education activities and the utilization of technology, each student will become physically educated and health-literate. Each will be provided opportunities to maximize his/her physical, social and intellectual potential.

A planned, sequential, and developmentally appropriate curriculum, in health/physical education is essential for encouraging students to develop a lifestyle that fosters good health and contributes to the well being of the community.

Course Description/Format

The health/physical education curriculum is based on twelve core conceptual objectives (CCO's) developed by Rockwood health/physical education educators with input from other members of the community. These core concepts are aligned with state and national content area standards. The core concepts are referenced to the Missouri Show-Me Standards. SMHPE refers to the performance Show-Me Standards. The Show- Me Standards are included in this document. These objectives are accompanied by sequential and developmentally appropriate activities selected by the teacher from the suggested facilitating activities. This document includes a Scope and Sequence for each content and skill area. Content and skills are referenced with I (introduce), RI (reintroduce), E (emphasis), R (reinforce) throughout this document. An activity resource book accompanies this document to provide teachers the flexibility to teach a variety of activities to accomplish these objectives.

The curriculum for physical education is divided kindergarten through fifth grades. Because research indicated first and second graders and fourth and fifth graders are developmentally similar, CCO's are the same for these levels in physical education. For exclusive health CCO's they are different for each grade level firth through fifth. Teachers will make modifications throughout the curriculum in order to provide for the needs of all students. In addition, physical education benchmarks for learning are provided for each grade level. The benchmarks are reference to the core conceptual objective.

The teacher or teacher teams at the elementary schools will plan their yearly activities to meet the twelve core conceptual objective. The Activities Resource Book provides flexibility and variety for each school to develop their unique program. Assessment is ongoing and is required component of curriculum and instruction. Assessment tools are included for each of the twelve core conceptual objectives. Additional assessment tools are found with the activities in the resource book

Pre-Assessment

Students are pre-assessed at each grade level. In physical education, students are pre-assessed with individual basic skills tests. These tests include basic locomotor and non-locomotor skills, movement patterns, and manipulative skills. The tests will aid the teacher in decisions about differentiate and acceleration. In health, students will take pretest either written or verbal to guide the teacher in decision for instruction. A health-related physical fitness test will be administered at all grade level to decide each child's fitness emphasis.

Rockwood R-VI School District

Differentiation/Acceleration

Health/physical education teachers differentiate and accelerate instruction in a variety of ways. Students are divided when appropriate to work on specific skills based on the pre-assessment. Teachers work with students who need additional time to master skills and accelerate students who are ready to move ahead. Practice of skills is done in small ability groups to assure that all ability levels get a chance to participate. In health, cooperative learning will be used to help differentiate assignments. Teachers will work to develop tiered assignments for different ability groups. In the area of fitness, heart rate monitors are used to individualize exercise according to target heart rate level. Students develop individual plans with goals for improving their fitness level. These plans allow for differentiation of activities to meet their goals.

Assessment

Assessment is the most important part of the curriculum. Assessments have been written to allow students to think and perform at all levels of Bloom's Taxonomy. High quality assessment tools have been developed and provided for teachers in the appendix of this document. The assessments are also designed to help students prepare for the Missouri Assessment Test. Use of all application level assessment is mandatory. Application level assessments are used as a tool to make grade assessments and to provide feedback to students and parents.

Technology

Technology is integrated into the health and physical education curriculum. Fitness Gram is a computer-based, health-related fitness test used through the district. The software package allows for the recording and reporting of scores, along with prescriptive feedback for students and parent. All schools will use Polar Heart Rate Monitors along with the software package to analyze heart rate zones during exercise. All schools will have access to nutrition software that allows students to plan and analyze their nutritional needs. Teachers will use other software packages to aid in instruction.

Basic and Essential Skills In Health Physical Education

Those skills, which lay the basic/foundation for all future learning:

- reading
- writing
- math
- problem-solving, working with others, analytical skills
- communicating effectively

In the K-12 health/physical education curriculum, essential skills are specific and clearly articulated. The skills are labeled as content that "all students should know" as skills "all students should be able to do" by the end of a specific grade level or course. Essential skills form the foundation of a spiraling scope and sequence where each year's learning contributes to mastery in the future.

District and State Expectations for Health/Physical Education

MSIP standards call for students to receive instruction in physical education for a minimum of 50 minutes per week. The MAP requires assessment testing yearly at the fifth grade level in health/physical education. The Rockwood expectation is that students will have daily instruction in health/physical education for thirty minutes. The class size goal is to have a certified teacher teaching no more than one elementary class each instructional period.

Elementary School Health/Physical Education Core Conceptual Objectives (CC0)

- I. Students will demonstrate locomotor and non-locomotor movements in a variety of activities.
- II. Students will develop movement patterns utilizing concepts of body awareness, spatial awareness, effort, and relationships.
- III. Students will demonstrate manipulative skills in a variety of activities.
- IV. Students will apply knowledge of fundamental movement skills to more complex activities.

- V. Students will demonstrate the basic physiological principles of health-enhancing physical fitness.
- VI. Students will apply the principles of health-enhancing physical fitness to develop a physically active lifestyle.
- VII. Students will demonstrate safety skills and habits with respect to self and others. *
- VIII. Students will demonstrate responsible social skills while participating in physical activity setting.
- IX. Students will understand that physical activities provide opportunity for the enjoyment challenge, and self-expression.
- X. Students will identify and analyze the structure, functions and interrelations of human body systems
- XI. Students will identify and apply the principles of relating to the enhancement of health maintenance
- XII. Students will examine and assess risk factors and behaviors that affect a healthy lifestyle.

3rd-5th CCO VII ALA 1, 3

***Indicates the sample objective used to show alignment to strategies and assessments**

Rockwood R-VI School District

Fifth-Grade Level

VII. Students will demonstrate safety skills and habits with respect to self and others (SMHPE 2; SM4.7)

A. Content and Skill

1. General classroom rules and procedures ®
2. Rules for games and activities ®
3. Body awareness and control ®
4. Safety procedures when using equipment ®
5. Listening skills ®

B. Facilitating Activities (See resource book)

1. Students will participate in games and activities that develop body awareness and control.
2. Students will be instructed in the rules and safety procedures for all activities.
3. Students will be instructed in and demonstrate proper use of all equipment.

C. Application Level Assessment

1. Students will take oral and/or written tests on safety procedures.
2. Teacher observation. (Rubric, refer to checklist in Assessment Instruments).
3. Students will create a game in writing identifying rules and procedures for play.

The assessment checklist is included in the curriculum guide.

SOCIAL/SAFETY SKILLS ASSESSMENT TEACHER-SELF OR PEER CHECKLIST

This form can be used for self, peer, or teacher assessment.

1-improvement needed 2-meets expectations 3. Area of strength

Name or Student _____

The checklist can be used for self, peer or teacher assessment, providing a variety of assessment tools.

Participates willingly	
Follows directions	
Cooperation	
Respect for others	
Shares/Teamwork	
Self Control	
Attitude	
Uses equipment safely/appropriately	
Exhibits Sportsmanship	

Fine Arts

Examples of Curriculum Format

The examples included in the *Curriculum Sampler* do not represent a complete curriculum; rather, they are excerpts from districts' curricula. The models do not set a standard for length, descriptiveness, required curriculum elements, or format. The examples represent “good” curriculum, not perfect or exemplary curriculum, although some examples contain components that are exemplary.

BUTLER R-V SCHOOL DISTRICT

Third Grade Visual Art Curriculum

COURSE RATIONALE:

The study of visual arts provides opportunities to plan, organize, create and evaluate. Artistic processes provide well-designed objects for daily living. Through art, people communicate ideas and feelings using a variety of media in various world cultures: past, present and for the future.

COURSE DESCRIPTION:

Third graders will continue to produce artworks connected to exposure to various media, artists, artworks, cultures and vocabulary. Students will learn about and use tools, materials and processes to create and evaluate their own work and the works of others. These students will begin assignments to help them understand the principles of art and how to organize the elements of art. More opportunities for displaying art works will be available.

A. HISTORY

What All Students Should Know	What All Students Should Be Able To Do	Strategies/Activities	Assessment
<p><i>By the end of this course students should</i></p> <p>2. Know the general style and/or period of works of art and artists of various cultures. (FA 5)</p>	<p><i>By the end of this course students should be able to</i></p> <p>a. Begin to recognize selected major artists and art works in art history. (FA 5)</p> <p>b. Begin to recognize selected styles in art history. (FA 5)</p>	<p>*Students work in groups to create a timeline of selected artists' lives and five works from these artists: (1.8; 1.9; 2.4; 4.6)</p> <p>Van Gogh (Scholastic Magazine, poster, & book)</p> <p>Rembrandt (book, magazine & poster)</p> <p>Leonardo da Vinci (book & poster)</p> <p>Grant Wood (book, magazine & poster)</p> <p>Georgia O'Keefe (poster & books)</p> <p>Alexander Calder (Scholastic Magazine & poster)</p> <p>Andy Warhol (Scholastic Magazine)</p> <p>Mondrian (prints) (World Book) + name the style in which they most often worked</p> <p>Present timeline to the class.</p> <p>*Each student will choose a "Know the Artist" poster and line up by artist's birth. (1.8; 1.9)</p> <p>*Group "Know the Artist" posters into styles in art history; move the styles into chronological order. (1.6; 1.9; 2.3; 2.4)</p>	<p>*Teacher-created scoring guide assessing the following criteria:</p> <ul style="list-style-type: none"> • Included selected artists • Correctly identified time period of artists • Included 5 works from the selected artists • Correctly named the style of the Mondrian prints • Worked cooperatively with group • Correctly lined up a "Know the Artist" poster by birth • Correctly grouped posters into styles. • Correctly moved the styles into chronological order.

This curriculum is an example of using the *Framework for Curriculum Development in Fine Arts* "to know" and "to do" statements as measurable learner objectives.

This example illustrates the identification of assessment criteria in the description of the assessment.

Mehlville R-IX School District Instructional Activity Sheet

Goals for Graduates: 1 Student will develop skills for creative self-expression through art production.

Strand(s): IV D Visual Arts-Product/Performance

Objective #: 1 Students will demonstrate, with an 80% success rate, an understanding of processes needed to produce artwork using predetermined criteria. The assessment could also include a peer analysis based upon the criteria predetermined by the teacher. (FA 1, 1.9, 2.5)

Curriculum Area: Visual Arts

Course/Grade: Middle School

Contributor(s): Susie Brandenburg
Gloria Brazell

Learner Objective							
1A Students will demonstrate an understanding of processes needed to produce artwork using predetermined criteria. (FA 1—process and techniques) (2.5—produce works in the fine arts)							
Teaching Strategy and Activity							
Strategy: Demonstration/Discussion, Examples Teacher will show visuals of Impressionism (slides, laser discs, or videos), explain technique of layering while showing examples. Activity: Students will select a photograph based on color, block in color areas on paper, add details based upon previously taught tints and tones. (FA 1—process and techniques) (1.9—identify, analyze & compare institutions, traditions and art forms of past and present societies) (2.5—produce works in the fine arts)							
Assessment							
Teacher created scoring guide evaluating the following criteria: drawing is proportionally correct; there is a background, middle ground, foreground; objects from photo are included; colors match photo; correct laying technique (per instruction); details added; use of Impressionist technique; turned in and neatly done; well-balanced; colors blend; Impressionist style.							
Show-Me Standard		Assessment		Equity		Skills	Career Path
Content	Process	Local	MAP	Disability	Adaptable	Research	Arts and Communication
FA 1	1.9, 2.5	X		Ethnic	Neutral		
		Other:		Gender	Neutral	Technology	
				Racial	Neutral		
Resources: Paper: #80 lb. w/c paper Tempera Paint: magenta, yellow, turquoise, white black Brushes Videos: <u>Monet and VanGogh</u> (Venezia) Laser Discs: Muse'e D'Orsay, Impressionism (JB art dept.; individual middle schools) <u>VanGogh</u> , Milner, 1991, ISBN: 1856488 626 5 <u>Monet</u> , Milner, 1991, ISBN: 185648 618 4 Individual Impressionist Posters from JB Art Dept.							

This curriculum sample provides descriptions of the teaching strategy and the student activity.

Including resources is a good way to help new teachers.

Mehlville R-IX School District

Impressionist Painting Scoring Guide

Criteria	0	1	2	3	4
Drawing	No evidence of any criteria from #4. Poor use of class time.	Only half of the objects are the correct proportion. All objects are on one line. Turned in on time, messy.	Drawing is proportionally correct. There is a background and a foreground. Turned in on time and neatly done.	Drawing is proportionally correct. There is a background, middle ground, and foreground. Turned in on time and neatly done.	Drawing is proportionally correct. There is a background, middle ground, and foreground. All objects from photo are included. Turned in on time and neatly done.
Painting	No evidence of trying technique as demonstrated by teacher. Poor use of class time.	Few colors used match those in photo. Picture is painted, but not in layers. No evidence of Impressionist technique is used. Messy.	Some of the colors used match those in photo. At least two layers of paint are used. Use of Impressionist technique. Turned in on time and neatly done.	Most of the colors used match those in photo. Correct layering technique (per teacher). Use of Impressionist technique. Turned in on time and neatly done.	All colors used match those in photo. Correct layering technique (per teacher). Details added. Use of Impressionist technique. Turned in on time and neatly done.
Aesthetics	Messy. Colors do not blend.	Messy. Colors blend.	Neatly done. Colors blend. Impressionist style.		Neatly done. Well-balanced. Colors blend. Impressionist style.

11-12 Points = A

10 Points = B

9 Points = C

8 Points = D

Less than 8 = F

Proficient = 10 points or better

Mehlville R-IX School District Instructional Activity Sheet

Goals for Graduates: 1 Student will develop skills for creative self-expression through art production.

Strand(s): IV C Visual Arts—Aesthetics / IVD Visual Arts-Product/Performance

Objective #: 3 Students will produce, with 80% competency, numerous functional ceramics that include pinch, coil, and slab construction with controlled, measured sizes. (FA 1, FA 4, MA 1; 2.5, 3.1, 4.5)

Curriculum Area: Visual Arts

Course/Grade: HS Advanced Ceramics I

Contributor(s): Tom Lutz

Learner Objective

3 Students will produce, with 80% competency, numerous functional ceramics that include pinch, coil, and slab construction with controlled, measured sizes. (FA 1—process and techniques) (FA 4—interrelationships to other disciplines) (MA 1—application of number sense operations) (2.5—produce works in the fine arts) (3.1—identify problems) (4.5—develop plans to meet deadlines)

Teaching Strategy and Activity

Strategy: Technology learning/Discussion/Demonstration/Hands-on activity

Activity: Show short clips from the video Anasazi. Next, read the article “The Anasazi: Riddles in the Ruins”; Class discussion on the purpose and function of the Anasazi Wedding Jars. Demonstrate building the wedding jar. Students produce their own clay wedding jar. (FA 1—process and techniques) (FA 4—interrelationships to other disciplines) (MA 1—application of number sense operations) (2.5—produce works in the fine arts) (3.1—identify problems) (4.5—develop plans to meet deadlines)

Assessment

Teacher created scoring guide that addresses construction, creativity, craftsmanship, and decoration with 80% proficiency. (FA 1—process and techniques) (FA 4—interrelationships to other disciplines) (MA 1—application of number sense operations) (2.5—produce works in the fine arts) (3.1—identify problems) (4.5—develop plans to meet deadlines)

Show-Me Standard		Assessment		Equity		Skills	Career Path	Resources:
Content	Process	Local	MAP	Disability	Adaptable	Research	Arts and Communication	
FA 1	1.9, 2.5	X		Ethnic	Neutral			
FA 4 MA 1	3.1, 4.5	Other:		Gender	Neutral	Technology		
				Racial	Neutral			
								Resources: <u>Anasazi: Hisatsinom—The Ancient Ones</u> by Interpark, Cortez, CO 81321 “The Anasazi: Riddles in the Ruins” <u>National Geographic</u> , Vol. 162, No. 5 November 1982, by Thomas Y. Canby. Stoneware clay Fettling knife Ribbon tools Brushes Various Glazes

Mehlville R-IX School District
Advanced Ceramic I
Anasazi Wedding Jar Scoring Guide

Criteria	0 Points Step I	1 Point Progressing	2 Points Nearing Proficiency	3 Points Proficient	4 Points Advanced
Construction	Does not meet a ¼” even wall thickness. Handle is missing/ cracked at the seam.	Project has an even wall thickness of ¼”. Handle is cracked at the seam.	A ¼” even wall thickness. Handle is securely attached.	A ¼” even wall thickness. “Pulled” clay handle.	A ¼” even wall thickness. Symmetrical “pulled” handle from wedged clay.
Craftsmanship	Execution is sloppy and clumsy; detracts from product. Many bumps and exposed seams.	Effort has been made to make a smooth surface and hidden seams/coils. Many areas still need work.	Project shows technical proficiency with two areas smooth and hidden.	Execution is neat and proficient. All seams, coils, and surfaces are smooth.	Execution enhances product; shows exceptional skill and precision. Entire surface is smooth.
Creative Form	Bland; exhibits little or no creative effort. Lacks symmetry.	Standard ideas and standard approach to the project. Lacks symmetry.	Starts to show some imaginative effort with interesting ideas. Symmetrical spouts.	Exhibits imaginative and inventive ideas. Spouts are creative and symmetrical.	Unique and extraordinary; solves problem in a creative way, yet still maintains symmetry.
Creative Decoration	Shows little effort in surface design. Lacks color glaze or underglaze.	Includes a normal surface design with minimal glaze decoration.	Includes a surface design and glaze that resembles Anasazi patterns.	Incorporates an attractive surface design with two Anasazi patters. Has a glaze color scheme.	Unique texture and glaze coloring that enhances the form. Three Anasazi patterns can be seen.

ADAPTED FROM THE HOLDEN R-III SCHOOL DISTRICT

Fourth-Grade Music Curriculum

Rationale:

The study of music in upper elementary gives students a continuing opportunity to express themselves in song and dance; an increasing intellectual exercise in fundamentals of music, rhythms, melodies and instruments; an ever increasing view of the various cultures of the world through song, dance, and instruments; and developing the area of the singing voice and choral singing through choir.

Course Description:

The fourth grade general music class will include instruction in singing, listening, reading and performing music. Singing is taught through the use of textbooks. These texts use American and world music to further the students' singing skills. The students listen to many famous works on CD, record, and video. The featured composers in the fourth grade are J.S. Bach and George F. Handel. Listening charts, transparencies, filmstrips, and video are used. Reading and performing are taught through one study of pre-band, instruments, such as the flutophone or recorder as well as studies in the textbook. A unit on square dance gives opportunity for movement, expressions, and performance. The students are evaluated by teacher observation, class participation, performances, and written tests.

Strand: II. A. History

Content Objective:

3. The student will explain how music can serve a variety of functions and will identify appropriate music for the functions. (FA 2; FA 5)

The content objective and the benchmark are measurable.

Performance Benchmark:

3A. All students should be able to identify the functions of a work song, lullaby (sleep song), parade music, graduation music, and music for a sporting event. (FA 2; FA 5)

Instructional Strategies:

Students work in cooperative groups to choose music for an assigned occasion (parade music, graduation music, a sleep song, or work song). The teacher will assign one function or occasion to each group. Present your selection to the class and explain how the music is appropriate for the function or occasion. (FA 2; FA 5; 2.1)

Class discussion questions:

1. What elements are important to the function or occasion? (Rhythm, melody, harmony, form, texture)
2. How do the elements contribute to the appropriateness of the music for the function or occasion? (What kind of rhythms, harmonies, etc.?)
3. Could this music be used for another function or occasion? What function or occasion?

Resources:

Audio tapes with a variety of music from which students may choose selections. Internet sites with music selection resources.

Including class discussion questions is helpful to teachers in implementing the curriculum.

Performance Assessment:

Group presentations will be assessed using the “**Group Presentation Scoring Guide**” and “**Individual Scoring Guide**”.

Summative Assessment: Instructor prepares recordings of five musical selections. Students identify the function or occasion as the recordings are played. See “**Assessing Standard FA 5**”.

HOLDEN R-III SCHOOL DISTRICT

Group Presentation Scoring Guide

Criteria to be Assessed	3 Points	2 Points	1 Point
Presentation identifies appropriate music for the function or occasion. (FA 5)	Presented appropriate music for the function or occasion.	Presented appropriate music for the function or occasion.	Presented inappropriate music for the function or occasion.
Presentation identifies elements that make it appropriate. (FA2)	Identified the element(s) that made the music appropriate.	Identified some, but not all, of the elements that made the music appropriate.	Identified no elements or one element.
Presentation achieves the desired purpose of communicating findings. (2.1)	Communicated ideas clearly.	Needs improvement in communicating ideas.	Needs improvement in communicating ideas.

Individual Scoring Guide

3 Points	2 Points	1 Point
Worked cooperatively with the group. Participated in discussions within the group. Participated fully in the presentation.	Demonstrated two of the three criteria listed in column 1.	Demonstrated one of the three criteria listed in column 1.

Group Score _____

Individual Score _____

Total Points _____

Assessing Standard FA 5

Instructor prepares recordings of 5 musical selections. Students identify the function or occasion as the recordings are played.

Example: If the first selection played is a graduation song, the correct response would be "1" in the box next to graduation.

Function or Occasion	Number of the Musical Selection
Parade	
Graduation	
Lullaby (sleep song)	
Work Song	
Song for a Sporting Event	

The summative assessment will measure the success of the students in meeting the benchmark.

Scoring the Assessment: 1 point for each correct response.

Total _____

SCHOOL OF THE OSAGE R-II SCHOOL DISTRICT

High School Mixed Chorus Curriculum

Subject Area

FINE ARTS

Rationale: Fine Arts education benefits both the student and society. It cultivates the whole child, gradually building many kinds of literacy. This process requires not merely an active mind, but a trained one. The intellectual demands placed on students develop problem-solving skills and the powerful skills of analyzing, synthesizing, and evaluating. A comprehensive, articulated fine arts education program cultivates self-expression, engaging students in a process that develops self-motivation necessary for success in life.

Course/Grade Level

HIGH SCHOOL MIXED CHORUS: The student will develop a broad understanding of musical elements, terminology, vocabulary, and historical and cultural content, as well as vocal production techniques in order to appreciate the aesthetic value of the performing arts in today's society.

Rationale: The purpose of the High School Mixed Chorus program is to develop cooperation in a choral setting and to provide opportunities to become chorally literate, vocally skilled and musically creative.

The assessment descriptions include the evaluation criteria.

Content Strand

History

Objective	Show-Me Standard	Activities	Assessment
<p>Students will identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.</p> <p>Students will demonstrate correct singing posture and vocal technique.</p>	FA 1, FA 5, 2.1, 2.4	<p>1. Discuss the role of music/musicians in various musical settings, daily functions and cultures. (FA 5, 2.4)</p> <p>2. The student will identify American folk music and its daily function and the effect on our American Culture by singing examples from the songbook <i>Get America Singing...Again</i>, using good singing posture and vocal technique. (FA 1, FA 5)</p> <p>3. The student will plan a concert with an American patriotic theme and construct a written program including program notes. (FA 5, 2.1)</p>	<p>1. Student will be assessed using a teacher-created scoring guide to evaluate participation in the class discussion. (2.4)</p> <p>2. Student will be assessed using a teacher-created scoring guide evaluating singing posture and vocal technique. (FA 1)</p> <p>3. Student will be assessed on the concert program using a teacher-created scoring guide with 80% accuracy. (FA5, 2.1)</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> Identify patriotic songs' titles and composers Identify the historical significance and function within our culture Accuracy of facts portrayed Organization of presentation Originality and creativity of presentation

The example includes a variety of activities, such as discussion and planning a concert in conjunction with singing, the focus of a performance class.

Objective	Show-Me Standard	Activity	Assessment
Students will identify music forms and styles as found in art songs, opera, and choral works.	FA 1, FA 2, 1.9	<p>The student will identify vocal music forms (call & response, canon, theme and variation, ABA, and rondo) and styles of music (art songs, choral works, hymns, madrigal, jazz, spiritual, patriotic, and pop) by listening to exemplary recording examples. (FA 2, 1.9)</p> <p>The student will compare and identify the form and style of choral arrangements they are singing. (FA 1)</p>	<p>The student will complete a constructed response aural exam identifying musical forms and styles with 80% accuracy. (FA 2)</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> Identify title and composer Identify form Identify style of composition
The student will evaluate music works by comparing compositions to similar or exemplary models.	FA 1, FA 3; 1.9	<p>The student will study/sing a selection (e.g., <i>Ding Dong Merrily On High</i>-Lojeski) marking the music and rehearsing appropriate word stress, phrasing, dynamics, mood, articulation, and tempo. (FA 1)</p> <p>The student will compare various recordings (e.g., <i>A Little Christmas Music</i>-King's Singers) including recordings of their own, and evaluate expression and performance techniques. (FA 3, 1.9)</p> <p>Resources: <i>Translations and Annotations of Choral Repertoire</i>-Jeffers; Diction-Moriarty; <i>Up Front</i>-Webb; <i>Guide to Choral Masterpieces</i>-Berger; Videos: <i>The Art of the King's Singers</i>; <i>Vocal Technique for the Younger Singer</i>-Leck, and <i>Choral Singing Style</i>-Ehly.</p>	<p>The student will listen and evaluate two different recordings/arrangements of the same composition for the presence of or lack of aesthetic components and complete a district-generated rubric with 80% accuracy. (FA 3, 1.9)</p> <p>Evaluation Criteria:</p> <ul style="list-style-type: none"> Identify performance technique for different styles Identify phrasing and correct diaphragmatic breathing Identify rhythm and tempo Identify diction, articulation, and word stress Identify balance and blend Identify dynamics

Mehlville R-IX School District

INSTRUCTIONAL ACTIVITY SHEET

Goals The student will demonstrate an understanding of proper instrument/vocal technique and music literacy.

High School Jazz Lab Class - 735

Contributors: David Meadow

Strand (s): FA IID Music Product/Performance

Grade: 9-12
Content Area: Fine Arts – Music

Course Objective:

1

The student will be able to sing a melody using the appropriate Jazz style for that composition with 80% accuracy. (FA1, 2; 2.1, 4.6)

Learner Objective/s (To Know and To Do) Subskill

CONCEPT: Know that Jazz vocal improvisation using nonsense syllables is a form of “scat” singing

OBJECTIVE: The student will be able to:

Sing with proper posture, breath control, diction and dynamics using the style of “scat” singing (FA 1 perform) (FA 2 music elements) (2.1 make presentations) (4.6 work with others)

Teaching Activities

Instructional Strategy:

WG

Ability Level:

EX

PRIOR KNOWLEDGE REQUIRED: The students will have:

Basic knowledge of improvisation as it relates to ii-V-I chord progression

PRESENTATION: The teacher will:

Discuss “scat” singing and play representative recordings of Jazz vocalists demonstrating this style

Discuss and demonstrate all aspects of proper posture, breath control, diction and expressive phrase dynamics as they pertain to “scat” singing

PRACTICE AND PROCESS: The students will:

Sing “scats” in solo sections of Jazz selections in daily rehearsals (FA 1 perform) (FA 2 elements of music) (2.1 make presentations) (4.6 work with others)

PROFILE: The teacher will:

Critique and review with students elements needed for “scat” singing

SKILLS Technology

AV

Research

NA

Career Path

AC

EQUITY Awareness:

S

Gender

M/F

Ethnic

NA

Racial

NA

Assessment Activities

Performance Event: Students demonstrate “scat” singing and teacher uses the following scoring guide: 3 – uses a variety of non-sense syllables, rhythms, and pitches; 2 – uses some variance of nonsense syllables, rhythms and pitches; 1 – student uses one nonsense syllable, no variance in rhythm, and one pitch ANECDOTAL RECORDS (FA 1 perform) (FA 2 music elements) (2.1 make presentations) (4.6 work with others)

Achievement Criteria

Benchmark Year

Bloom’s Taxonomy

Assessment Type

Assessment Form

Students will achieve 80% accuracy in demonstrating proper vocal technique as it pertains to posture, breath control, diction, dynamics, and expressive phrasing.

12

Comprehension

SG

Local

Mehlville R-IX School District INSTRUCTIONAL ACTIVITY SHEET

SHOW-ME STANDARDS

Content	Process
FA 1	2.1
FA 2	4.6

ANNOTATED Frameworks

Grade Level	<input type="text" value="9-12"/>
To Do Letter	<input type="text"/>
To Know Letter	<input type="text"/>

RESOURCES

*Book – “Directing the School Jazz Ensemble” by John LaPorta –Hal Leonard Publishing Corporation
 *Jazz Band Arrangement – “Hotter Than That” – Louis Armstrong
 *CD “Lady Sings the Blues” by Ella Fitzgerald
 *Stereo with CD

LMC:

Mehlville R-IX School District

Anecdotal Records

[illegible]

Rockwood R-VI School District

Theatre Arts I: Beginning Acting Studio

Rationale: Theatre arts are the most comprehensive of all the performing arts, encompassing live performance, production design, and most importantly, collaboration. Theatre serves humanity as a tool of expression and a reflection of our culture and our selves.

The combination of skills in concentration, critical thinking, communication, and creativity are particular to the practice of theatre arts. Students of theatre learn both self-discipline and teamwork. While developing these skills through theatrical performance, students gain self-knowledge and a singular appreciation of multiple cultures, perspectives, and value systems.

Students with theatre arts training have the ability to express ideas clearly and precisely, benefiting them in their personal and professional lives. Theatre arts students also make effective and discriminating judgments about the profusion of media stimuli in today's world. Research has shown that students who pursue training in the theatre arts demonstrate greater achievement on standardized tests and in other academic disciplines. The field of theatre arts asks students to persevere independently as well as collaboratively in setting and achieving complex and challenging goals.

Education in theatre arts is crucial to the development of artistically literate citizens. It is essential that every student have the opportunity to participate in the theatre arts.

Course Description: Beginning acting is a performance class which serves as an introduction to the physical, vocal, and intellectual aspects of acting. Content is appropriate for the beginning as well as the experienced actor. Through the studio atmosphere, students will perform and evaluate dramatic works. Theatre experiences outside of class are required during the semester.

I. Core Conceptual Objective: Students will practice and apply the physical components of acting.

A. Content and Skills:

By the end of Theatre Arts I Beginning Acting all students should know:	By the end of Theatre Arts I Beginning Acting all students should be able to:	Missouri Show-Me Standards
a. elements of nonverbal communication: gestures, facial expression, posture, locomotion. b. pantomime. c. elements of blocking: body position on stage, stage directions, levels, planes. d. the concept of the "fourth wall".	a. interpret nonverbal communication given by actors in a performance. a. demonstrate a character's traits and feelings through nonverbal communication. b. pantomime objects and activities. c. move to specified parts of the stage according to directions given. c. move to various levels/planes according to direction given. c.-d. recognize historical origins of elements of blocking. d. maintain physical focus of character to action on stage.	FA 1, FA 2, FA 3, SM 2.2, SM 2.5

Rockwood R-VI School District

B. Facilitating Activities:

Teaching Strategies: To teach the content, teachers will model skills, use video clips and student demonstrations to teach concepts, have students work alone and in small ensembles to practice skills, and reference textbook examples.

Knowledge/Comprehension

1. Given a model, perform simple pantomime techniques such as grasp/release, passing an object, and simple locomotor activities.
2. Observe and discuss real examples of a variety of non-verbal communications differing by age, gender, motivation, and status.
3. Identify stage directions, including upstage, downstage, stage left, center, and stage right on a diagram.
4. Identify body positions including full front, profile, and quarter turn on a diagram.
5. Define fourth wall in written form.

Application/Analysis

6. Describe the physical components of a character based on a close reading of the text.
7. Demonstrate elements of blocking by moving to a selected body position on stage.
8. Demonstrate elements of blocking by moving to a selected plane, level, and/or stage direction on stage.
9. Demonstrate “opening out” to the audience.
10. Demonstrate a variety of non-verbal communication elements including gestures, facial expression, posture and locomotion.
11. Show an awareness of the “fourth wall” in a performance by focusing physical action on the space behind it and not directly to the audience.

Synthesis/Evaluation

12. Perform a simple pantomime that demonstrates consistency in the handling of objects and activities, and non-verbal communication choices.
13. Perform a scripted or non-scripted dramatic piece incorporating a physical characterization, and demonstrating blocking choices, opening out to the audience, and awareness of the “fourth wall”.
14. Evaluate own and others’ performances of pantomime or dramatic pieces in written essay or oral discussion with regard to a character’s non-verbal communication onstage.

C. Application Level Assessment

CCO II The student will practice and apply the physical components of acting.

Student Task

The student will:

1. Perform a pantomime demonstrating physical components of acting.
2. Perform a memorized cutting from a play integrating the intellectual and physical components of acting.

**Rockwood R-VI School District
Beginning Acting Scoring Guide for CCO II, ALA 1**

Criteria	4 Advanced	3 Proficient	2 Nearing Proficient	1 Progressing
Pantomime	Pantomime shows evidence of unique and consistent choices of facial expressions, gesture, posture, locomotion, effective blocking, variety in the use of the stage space and awareness of the “fourth wall”.	Pantomime shows evidence of clear and consistent choices of facial expressions, gesture, posture, locomotion, effective blocking, variety in the use of the stage space and awareness of the “fourth wall”.	Pantomime shows evidence of some or fairly consistent choices of facial expressions, gesture, posture, locomotion, effective blocking, variety in the use of the stage space and awareness of the “fourth wall”.	Pantomime shows evidence of few or no choices of facial expressions, gesture, posture, locomotion, effective blocking, variety in the use of the stage space and awareness of the “fourth wall”.
Physicalization of Character	Performs a physicalization of a character which shows unique, thorough, and consistent physical choices which reflect analysis of the script and show focus.	Shows evidence of clear and consistent physicalization of a character that is based on script analysis and shows consistent focus.	Shows some evidence of physical choices for a character in one or more areas that show occasional focus and are based on script analysis.	Student performs stiffly or with little or no movement or physical choices that reflect character or script analysis; movement lacks focus.

Vocational Education and Foreign Language

Examples of Curriculum Format

The examples included in the *Curriculum Sampler* do not represent a complete curriculum; rather, they are excerpts from districts' curricula. The models do not set a standard for length, descriptiveness, required curriculum elements, or format. The examples represent “good” curriculum, not perfect or exemplary curriculum, although some examples contain components that are exemplary.

Gasconade County R-II School District

Family and Consumer Sciences Education

Family and consumer sciences courses provide opportunities for students to develop life skills for multiple roles as family members, wage earners, and consumers. Classes provide information and practical experiences to increase decision-making skills and develop personal qualities that are necessary for quality interpersonal relations, family life, and community life in our complex society.

The mission of family and consumer sciences education is to prepare students for family life, work life and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for:

- strengthening the well-being of individuals and families across the life span.
- becoming responsible citizens and leaders in family, community and work settings.
- promoting optimal nutrition and wellness across the life span.
- managing resources to meet the material needs of individuals and families.
- balancing personal, home, family, and work lives.
- functioning as providers and consumers of goods and services.
- appreciating human worth and accepting responsibility for one's actions and success in family and work life.
- successful life management, employment and career development.

Child Development Curriculum

Rationale: The child development course will enable students to: a) construct meaning pertinent to child care, guidance and supervision; b) communicate effectively with family members, child care agencies and professional service providers; c) solve problems based upon the developmental needs of children; d) make decisions that support the sound physical, mental and social development of children; and e) assess the impact of the parenting role in society.

Course Description: This course will describe the study of the intellectual, social, emotional, and biological development of children and the planning and design of related human services. Includes instruction in parent-child relations; parenting practices; special needs of children; parental and environmental influences on child development; external support services; and related public policy issues.

Grade Classification: 9-12

Credit: 1/2 Unit

Duration: 1 Semester

Course Weight: Not Weighted

Prerequisites: None

Performance Required	Alignment to Show-Me Standards		Instructional Strategies	Assessment	Level of Performance Required
General Objective # CDI-2 The student will analyze important parenting concerns.	Performance 1.5, 1.8, 4.5	Content CA1, CA4, HP2, SS6		After viewing the family first projects, students will write a summary on important parenting concerns. Summaries will be graded with a scoring guide.	80%
Specific Objectives:					
The student will: A. Compare the stages of a family life cycle.			After reading appropriate text students will complete a worksheet on the family life cycle.		

B. Compare different types of family structures.			Teacher will lecture on types of family structures.		
C. Evaluate factors and choices related to parenting.			Teacher will discuss factors and choices related to parenting.		
D. Assess changes and adaptations needed for parenting roles.			Students will watch a video on '10 Ways to Be a Better Parent'.		
F. Examine parenting practices in different cultures.			Students will read supportive materials then participate in a teacher led class discussion.		
G. Illustrate the importance of families. (KS)			Teacher will introduce topics of importance to families.	As a team, students will create a visual illustrating the importance of family. Visuals will be graded with a scoring guide.	80%
General Objective #CDI-5 The student will analyze the importance of development and guidance towards a positive self-esteem.	Performance 1.2, 1.5, 1.8	Content CA1		Students will create a visual display relating a child's positive self-esteem to one's development and guidance.	90%
Specific Objectives:					
The student will: A. Differentiate the stages of physical, social, emotional, mental, and language development among infants and toddlers.			Teacher will discuss the ages and stages of development by use of overheads and handouts. Students will complete a worksheet.		
B. Describe typical behaviors of infants and toddlers.			Teacher will lecture on typical behaviors of infants and toddlers.		
C. Explain individual differences in development among children.			Teacher will discuss how children have individual differences.		
D. Explain appropriate guidance and discipline techniques. (KS)			Teacher will lead class discussion on appropriate guidance and discipline techniques.	Students will assess given situations and explain appropriate guidance and discipline. Assessment will be evaluated with a scoring guide.	80%
F. Illustrate positive communication skills that promote positive self-esteem.			Teacher will model positive communication skills.		

KS represents Key Skills. All instructors are required to identify 6-10 Key Skills in a yearlong course and 3-4 Key Skills in a semester course.

Gasconade County R-II School District

CDI-2G Key Skill Importance of Families (Family First)

Specific Objective: Illustrate the importance of families. **KS**

You have been selected to serve on the Strengthening Family Committee. As a member of this committee, the importance of your input is needed to help develop a visual display board. The visual will be used at a Parent As Teacher's meeting to help instill the importance of families.

Mission: To strengthen and improve the awareness of family.

One day will be given to planning and establishing the goals and mission statement of your team. Notes should be taken on all brainstorming sessions. Committee members should examine the parenting want ads, the family picture drawings and family statements. Directions of the visual board should be decided upon before the research day, so specific information can be found.

Supporting information stating facts about families should be contained in your display and must be given credit on the board. Notes of the supporting information will be turned in with your final project.

The student will utilize the Internet to research the importance of family issues to determine the concerns, which will be addressed in their display board.

Introduction:

1. Why are families important?
2. Imagine what your life would be like if every member of your family suddenly disappeared?
3. What if you had never experienced a family? What if you were raised in an orphanage and no information about either parent was available?
4. Go back in your mind to early human existence-think or write about the situations that eventually directed humans towards small family units as opposed to herds, wolf packs or tribes.
5. Do families have obligations to members? If so, discuss five obligations.
6. Discuss five ways family members benefit one another.
7. Why is family important to you?
8. Why are families important to the nation?
9. Where do you get your values?

Estimated Time to Complete: 1 week

Links/Resources/Materials:

www.wholefamily.com

www.family.com

www.KidsInDanger.com

www.abcparenting.com

www.parentsplace.com

www.babycenter.com

www.parenthoodweb.com

Activities and Procedures: As a class, we will discuss the importance of family. Students will be divided into teams and assigned the "Family First" project. Students will work as a team until the deadline to research their topic and create a display board.

Assessment: Students will be evaluated with a scoring guide.

Gasconade County R-II School District
CDI-2G Key Skill Importance of Family

Criteria	Points Possible	Earned Assessment
Cooperated and worked as a team	5	
Group stayed focused on concept	5	
Determined goals	5	
Research for board	5	
Board visually stated team mission	10	
Mission statement clear	10	
Research credited	5	
Neat and organized	5	
Total	50	

Key Skill must be mastered at 80%. Student's percentage _____

CDI-5D KEY SKILL *Explain appropriate guidance and discipline techniques*

Students will assess given situations and explain appropriate guidance and discipline. Assessment will be evaluated with a scoring guide. Answer each situation with complete sentences and completeness.

- 1. Explain the difference between guidance and discipline. Which is more successful for a caregiver to use? Be complete.**

Criteria	Possible points	Students score
Compared guidance and discipline	4	

- 2. You have a child age 4 that is jumping on the couch you both have cabin fever because it has snowed for the last week. How would you handle this situation?**

Criteria	Possible points	Students score
Handled situations appropriate	5	

- 3. You have a 4 year old who was coloring and you left the room. When you came back, you find the child coloring on the floor! How would you handle the situation? Remember the age.**

Criteria	Possible points	Students score
Handled situations appropriate	5	

- 4. You have a 3 year old, who is outside playing. It's lunchtime and you've told the child to come in for lunch. The child resists. How would you handle this situation?**

Criteria	Possible points	Students score
Handled situations appropriately	5	
Thought given/clarity for each situation (2pts for each situation)	6	
Total	25	
Key Skill must be mastered at 80%.		

Gasconade County R-II School District

Nutrition and Wellness Curriculum

Rationale: The Nutrition and Wellness course will enable students to: a) construct meaning related to nutrition, food economics and ecology, b) communicate effectively with family members, consumer groups and providers of food and nutrition products and services; c) solve problems related to health and wellness, as well as food needs through the application of mathematics and science principles; and d) make responsible decisions involving family and individual food needs, the use of the food dollar and the care of food.

Course Description: This course will prepare individuals to understand the principles of nutrition; the relationship of nutrition to health and wellness; the selection, preparation and care of food; meal management to meet individual and family food needs and patterns of living; food economics and ecology; optimal use of the food dollar; understanding and promoting nutritional knowledge; and application of related math and science skills.

Grade Classification: 9-12

Credit: 1/2 Unit

Duration: 1 Semester

Course Weight: Not Weighted

Prerequisites: None

Performance Required	Alignment to Show-Me Standards		Instructional Strategies	Assessment	Level of Performance Required
General Objective # NW-2 The student will summarize factors that affect personal food choices.	Performance 1.2, 1.4, 1.6, 1.8, 2.3	Content HP2, SS5, SS6		Students will create a collage recognizing factors that affect personal food choices. Collages will be graded with a scoring guide.	90%
Specific Objectives:					
The student will: A. Examine social and psychological influences on food choices.			Teacher will lead class discussion and students will read appropriate text.		
B. Differentiate cultural and family influences on food choices.			Students will read appropriate text and participate in a teacher led discussion.		
C. Assess economic and environment factors influencing food choices.			Teacher will lecture on the economic and environmental factors.		
D. Analyze the impact of other influences; media, fad and myths on food choices.			Students will analyze commercials and advertisements.		
E. Analyze the impact of technology on nutrition, available food products and wellness			Teacher will lecture on how technology has changed food products.		
F. Examine how technology and other resources can influence change in nutrition, available food products and wellness.			Teacher will lecture on technological change.		

General Objective # NW-3 The student will plan and evaluate meals for a day.	Performance 1.3, 1.4, 1.7, 1.8, 4.7	Content HP2		Students will create and evaluate meals plan for a day. Using a scoring guide, teacher will grade based on the food pyramid and food choices.	90%
Specific Objectives:					
The student will: A. Identify the six nutrient groups and their main functions. (KS)			The teacher will lecture and present nutritional information using transparencies and the overhead projector.	Student will complete a fill in the blank test, in which they write the nutrition with the correct function.	80%
B. Assess nutrients of various foods.			Teacher will lead class discussion and students will complete a worksheet on food nutrients.		
C. Explain the process of digestion and food utilization.			The teacher will present information in regard to the digestion process using transparencies and the overhead projector.		
D. Report one's dietary intake.			The students will chart their dietary intake for a 3 day period.		
E. Interpret intake based upon nutrition evaluation tools; food pyramid, dietary guidelines and Internet resources.			Students will evaluate their dietary intake with use of the food pyramid and the Internet.		
F. Examine dietary practices which promote health and wellness.			Teacher will lecture on dietary practices which promote health and wellness.		
G. Summarize differences in nutrient needs throughout the life cycle.			Students will read supportive text and participate in a teacher led class discussion over nutrient needs.		
H. Examine special nutritional needs including modified diets, vegetarianism and sport nutrition.			Students will read supportive text and participate in a teacher led class discussion over special diets.		
I. Examine characteristics of eating disorders.			Students will watch videos on eating disorders.		
J. Examine agencies and programs that provide nutrition services and assistance.			Teacher will lead class discussion on available assistance programs.		
K. Plan nutritious and aesthetically pleasing meals. (KS)			Teacher will discuss the factors of aesthetically pleasing meals.	Student will plan the evening meals for one week.	80%
C. Apply food preparation technology to recipes.			Students will demonstrate skills during various food preparation labs.		
D. Assess guidelines for purchasing and /or obtaining food.			Teacher will lead class discussion on purchasing and/or obtaining food.		

Gasconade County R-II School District

NW-2 Personal Food Choices

General Objective: The student will summarize factors that affect personal food choices.

Specific Objectives: Examine social and psychological influences on food choices.
 Differentiate cultural and family influences on food choices.
 Assess economic and environment factors influencing food choices.
 Analyze the impact of other influences; media, fad and myths on food choices.
 Analyze the impact of technology on nutrition, available food products and wellness.
 Examine how technology and other resources can influence change in nutrition, available food products and wellness.

Students will work individually to create a summary collage recognizing factors that affect personal food choices. Students will be given 1 day to complete the collage.

NW-2 Scoring guide—Personal Food Choices

Criteria	Total points possible	Student points earned---student	Student points earned---teacher
On task	10		
Identified 4 factors affecting personal food choices.	12		
Good use of visual space	10		
Neat and informative	8		
Total	40		

General Objective must be mastered at 90%.

NW-3 Plan meals for a day

General Objective: The student will create and evaluate meals for a day.

Specific Objectives: Identify the six nutrient groups and their main functions. **KS**
 Assess nutrients of various foods.
 Explain the process of digestion and food utilization.
 Report one's dietary intake
 Interpret intake based upon nutrition evaluation tools; food pyramid, dietary guidelines and Internet resources.
 Examine dietary practices, which promote health and wellness.
 Summarize differences in nutrient needs throughout the life cycle.
 Examine special nutritional needs including modified diets, vegetarianism and sport nutrition.
 Examine characteristics of eating disorders.
 Examine agencies and programs that provide nutrition services and assistance.
 Plan nutritious and aesthetically pleasing meals. **KS**

Students will work individual to plan meals for a day. Students will utilize knowledge from the unit to plan nutritious and aesthetically pleasing meals. Students will evaluate the day's meals using the food pyramid. Students will summarize how the meal meets nutritional requirements.

Gasconade County R-II School District
NW-3 Scoring Guide—Meal Planning

Criteria	Total points possible	Earned Assessment
Planned meals and snacks for a day	10	
Food choices met bread guidelines (6-11)	5	
Food choices met vegetable guidelines (3-5)	5	
Food choices met fruit guidelines (2-4)	5	
Food choices met milk guidelines (2-3)	5	
Food choices met meat guidelines (2-3)	5	
Food choices met fluid guidelines (6-8 glasses)	5	
Analyzed food choices based on food pyramid	10	
Summarized how the meal meets nutritional needs	10	
Total	60	

General Objective must be mastered at 90%.

NW-3 Plan meals for a day---worksheet

Name:

Identify the food item and serving size and then break the item down into the correct food groups and the amount received in each column. Summarize how your meals for the day meet the suggested guidelines and if any changes are needed.

Food items	Serving size	Bread	Vegetable	Fruit	Milk	Meat	Fats/sugars	Water
Breakfast								
Lunch								
Dinner								
Snacks								

Summary:

Gasconade County R-II School District Housing and Interior Design Curriculum

Rationale: The housing and interior design course will enable students to: a) construct meaning related to living environments; b) communicate effectively with family members and providers of environmentally related products and services; c) solve problems related to the physical, psychological and sociological influences that impact families in various living environments; and d) make the complex, responsible decisions necessary to create desirable living environments.

Course Description: This course will study the social, economic, functional, and aesthetic aspects of housing, interiors and other built environments. Includes instruction in analyzing, planning, designing, furnishing, and equipping residential work, and leisure space to meet needs and the study of related public policies.

Grade Classification: 9-12

Credit: 1/2 Unit

Duration: 1 Semester

Course Weight: Not Weighted

Prerequisites: None

Performance Required	Alignment to Show-Me Standards		Instructional Strategies	Assessment	Level of Performance Required
General Objective # H-3 The student will examine factors to consider when purchasing a home.	Performance 1.4, 1.8, 4.5	Content CA3, CA4, MA2, SS5		Based on personal and future family needs, students will utilize the Internet to purchase a home.	90%
Specific Objectives:					
The student will: A. Identify procedures and financial responsibilities for obtaining housing.			Students will read about buying and financing a home. After a teacher led class discussion, students will complete a worksheet comparing mortgages and interest rates.		
B. Identify legal responsibilities for purchasing a home.			The teacher will present information about the legal responsibilities of the consumer.		
C. Compare the advantages and disadvantages of renting versus buying a home. (KS)			The teacher will lead a class discussion to determine the advantages and disadvantages of renting and/or buying a home.	Students will complete a comparison on the advantages and disadvantages of renting versus buying a home. Comparisons will be graded based on content and completeness.	
B. Evaluate home safety and security devices and identify factors relating to keeping the home safe. (KS)			The teacher will expose students to internet sites that will allow them to evaluate and compare home safety and security devices.	Students will answer essay questions describing ways to keep the home safe. Essays will be graded for content.	80%
C. Determine routine maintenance and care to ensure safety in the home.			Teacher will discuss the importance of routine maintenance and care to ensure safety.		

Gasconade County R-II School District

H-3 Secure a Living Environment

General Objective: The student will secure a living environment.

Specific Objectives:

Identify procedures and financial responsibilities for obtaining housing.

Identify legal responsibilities.

Compare the advantages and disadvantages of renting versus buying a home. **KS**

Based on personal and future family needs, students will utilize the Internet to purchase a home.

Assessment: The project will be graded with the following scoring guide.

H-3 Scoring Guide-Secure A Living Environment

Criteria	Points Possible:	Earned Assessment:
Career research/salaries	15	
Average salary/ Maximum cost of home	5	
Home comparison /cost	15	
Loan Calculations-- questions	30	
Total	65	

General Objective must be mastered at 90%. Student's percentage _____

Home Buying Project:

Research 3 careers of your choice—be realistic, what may you do in the future. Use choices or www.bridges.com for research, briefly describe the job and identify the annual earnings.

Career:

Salary:

1.

Description

2.

Description

3.

Description

Determine the average salary of the above careers, add the 3 salaries together and divide by 3.

Average Salary _____

Based on the average salary, what is the maximum amount you can spend on a house?

(2 1/2 times your average salary; if you plan on a two-salary family you may then double)

Maximum amount to spend

Gasconade County R-II School District

H-3 Secure a Living Environment

Housing Price: Refer to H-2 Choose Living Environments

Take the square footage of the home X \$_____ = the cost of your home.
Use the following Internet site: <http://www.morgatge.com/> then go to calculator.

20% (.20) of total price of the home as a down payment, how much money would you have to have saved?

You are getting a 7.5% loan for 90% of the total cost of the home for 30 years. How much interest will you pay for the duration of the loan?* What will be your mortgage payment per month?

You are getting a 7.5% loan for 90% of the total cost of the home for 15 years. How much interest will you pay for the duration of the loan?** What will be your mortgage payment per month?

How much more interest will you pay, if you get a 30-year loan and not the 15-year loan?

*Take the mortgage payments times 30 times 12 to determine the total cost of your loan, subtract the actual cost of the loan, remaining amount is the interest.

** Take the mortgage payments times 15 times 12 to determine the total cost of your loan, subtract the actual cost of the loan, remaining amount is the interest.

Gasconade County R-II School District

Family Living and Parenting Curriculum

Rationale: The family living and parenting course will enable students to: a) construct meaning by interpreting the nature, function and significance of human relationships; b) communicate effectively with family members and agencies that provide family related products and services; c) solve problems based upon the developmental needs of individuals; and d) make decisions that strengthen and maintain family relationships, prepare individuals for marriage and parenthood, and reduce disruptive conditions that destabilize families.

Course Description: This course will prepare individuals to understand the nature, function and significance of human relationships within the family/individual units. The course includes instruction in the concepts and principles related to various family living conditions, including abuse prevention; the establishment and maintenance of relationships; the preparation for marriage, parenthood and family life; and the socialization and development needs of individuals.

Grade Classification: 9-12

Credit: 1/2 Unit

Duration: 1 Semester

Course Weight: Not Weighted

Prerequisites: None

Performance Required	Alignment to Show-Me Standards		Instructional Strategies	Assessment	Level of Performance Required
General Objective # FL-3 The student will evaluate effective communication skills among family, peers, and others.	Performance 1.5, 2.3	Content CA1, CA5, CA7		Given various situations, students will evaluate communication skills. Teacher will evaluate for correctness.	90%
Specific Objectives:					
The student will: A. Analyze various communication methods.			Teacher will demonstrate various communication methods.		
B. Interpret interpersonal communication techniques.			Teacher will demonstrate interpersonal communication techniques.		
C. Evaluate the effects of cultural influences on communication.			Students will discuss how different cultures communicate.		

Gasconade County R-II School District

FL-3 Effective Communication Skills

General Objective: The student will evaluate effective communication skills among family, peers, and others.

Specific Objectives: Analyze various communication methods.
 Interpret interpersonal communication techniques.
 Evaluate the effects of cultural influences on communication.

Given various situations, students will evaluate communication skills. Teacher will evaluate for with a scoring guide.

Check whether each situation is positive or negative communication. For each negative communication make it positive.

	Positive	Negative	Situation
1.			Tom's parents have a tendency to read thing into what Tom is saying and sometime finishes his sentences.
2.			Carlton likes to listen to his stereo in private but make sure he doesn't have it so loud that it annoys other family members.
3.			The Jones family reverses the right time after supper to talk.
4.			Gerald's parents understand older teens have different viewpoints than younger teenagers.
5.			The Calan twins believe that they must win every argument with their parents in order to prove their maturity.
6.			Monica's parents postponed the issue of Monica dating a much older boy until Monica had calmed down.
7.			Shane and Tim naturally expect to be trusted by their parents.
8.			Sam has an important issue to discuss with his mother and starts to discuss this issue, as she is unloading grocery, trying to fix supper and needs to be out the door in 45 minutes.
9.			Donna tried to discuss going to a party with her mom, who immediately said no and would not discuss.
10.			Dad is watching an important ball game and you wait to discuss going to Sam's house and spending the weekend.

Gasconade County R-II School District
FL-3 Scoring guide—Effective Communication

Criteria	Total points possible	Earned Assessment
Analyzed communication of situation (1 pts for each situation)	10	
Improved communication of situation of negative communication (4 pts for each situation)	20	
Total	30	
General Objective must be mastered at 90%.		

Cape Girardeau 63 School District

Foreign Language Curriculum

Course Description: The foreign language exploratory course is designed to expose students to listening and reading comprehension, writing, and speaking of the target languages on a basic level. This course includes exposure to geography and culture of countries whose people are native speakers of the target languages through the use of visuals and manipulatives for enhanced learning.

Measurable Learner Objectives

The student will:

EX. 1. *Communicate

EX.1.1 Engage in conversations; provide and obtain information; express feelings and emotions; exchange opinions. (Missouri Show-Me Standards: Goal 2; CA6, SS6, HP7/Missouri Foreign Language Standard: 1.1)

1. Demonstrate limited conversation and information recall using brief question and answer.

EX.1.2 Understand and interpret written and spoken language on a variety of topics. (Show-Me Standards: Goal 1; CA 5, MA 3, SC 8/MFLS: 1.2)

1. Demonstrate limited interpretation skills using one-or-two-word response and agreement or disagreement.
 - Say “yes”, “no”, “I don’t know” or responses with a simple subject and verb construction (These are responses to questions and statements that the student either may understand or not understand completely.)
2. Apply the use of gestures to ask or respond to questions or statements and show understanding.
 - Gestures used for affirmation or negation of question or statement
 - Gestures for simple response to a question or statement (i.e., holding up or pointing to an object)

EX.1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Show-Me Standards: Goal 3; CA 6, SS 6, FA 3/MFLS: 1.3)

1. Make presentation about target culture in native language.
 - Use native language to tell or write information about target culture

EX. 2 *Understand Cultures

EX.2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studies. (Show-Me Standards: Goals 2, 4; CA 7, SS 5, SS 6, FA 2, HP 2, HP 3/MFLS: 2.1)

1. Demonstrate a basic understanding of cultural norms and traditions of target culture as a whole in a particular geographical area.
 - Learning general customs, holidays, gestures, etc. for a particular area

EX.2.2 Demonstrate an understanding of the products of the culture studied. (Show-Me Standards: Goal 3, SC 8, SS 4/MFLS: 2.2)

1. Exposure to the basic products of target culture

EX. 3. *Make Connections

EX.3.1 Reinforce and further their knowledge of other disciplines through the foreign language (Show-Me Standards: Goals 1,2,3,4; All subject area goals/MFLS: 3.1)

1. Be familiar with some elementary grammar rules.
 - Use basic grammar as taught in the native language.
2. Complete simple math problems in target language.
 - Learn numbers
 - Learn words for addition, subtraction, and other basic math functions
3. Show understanding of some history of the target culture.
 - Explain some historical reference that will give insight to the culture

EX.3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. (Show-Me Standards: Goals 1,2,3,4; CA 1, SS 3, SS 7, FA5/MFLS: 3.2)

1. Show primary understanding of factual information of the target language and culture in the native language with understanding comparable to native language and culture.
 - Discuss information about the target language and culture
 - Relate that information to information known about the native language and culture (e.g., cognates)

EX. 4. *Make Comparisons

EX.4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own. (Show-Me Standards: Goals 2,3,4; CA 1, CA 2, CA 3, CA 4, SC 7, FA 2, FA 4/MFLS: 4.1)

1. Demonstrate simple recognition of the target languages.
 - Recognize language families
 - Recognize the language when heard or read
 - Recognize specific words when heard or read
2. Attempt exploration of comparison of target and native languages.
 - Recognize similarities among languages
 - Compare parts of speech and grammar rules
 - Compare the similarity of words because of word families

EX.4.2 Demonstrate understanding of the concept of culture through comparisons of cultures studied and their own. (Show-Me Standards: Goals 2,4, CA 7, SS 3, SS 6, FA 4, HP 4, HP 6/MFLS: 4.2)

1. Identify cultural components.
 - Understand what makes a culture
2. Show recognition of some cultural traditions of target culture.
 - Recognize holidays, traditions, and attitudes
3. Know some comparison of target and native culture.
 - Explain how target and native culture are similar or different

EX. 5 *Understand Communities

EX.5.1 Use the language both within and beyond the school setting. (Show-Me Standards: Goals: 2,3,4; CA 6, MA 2, HP 7/MFLS: 5.1)

1. Show recognition of target language when heard.
2. Understand and use selective words in conversation or writing.
 - Understand selective words when heard
 - Use selective words in daily conversation

The district curriculum guides include Web Quests developed by Cape Girardeau 63 School District faculty. These can be viewed at:

<http://www.cape.k12.mo.us/clippard/dement/webquest.htm>

and <http://www.cape.k12.mo.us/centralmidschool/dumey/menu.htm#on-line%20projects>

Putting It All Together

Developing and revising a quality curriculum requires the combined efforts of several groups. The Missouri Department of Elementary and Secondary Education identifies what students should know and be able to do in the Show-Me Standards and the Frameworks for Curriculum Development; school-district personnel determine the goals and objectives for learners; and teachers develop strategies, activities, and assessments to meet the goals and objectives.

The groups are interwoven throughout the process: teachers and administrators worked with the Missouri Department of Elementary and Secondary Education to determine the Show-Me Standards, upon which the Frameworks were developed, and the Missouri Assessment Program (MAP) contributes to districts' formation of the goals and objectives. Additionally, assessment decisions are influenced by both the state and the school district. Including performance-based assessment in the implementation of curricular objectives enhances student performance on the MAP.

School districts use a variety of strategies to develop and revise curriculum. This section includes examples of materials used by school districts in revising curriculum; we have also included responses to a survey on curriculum development.

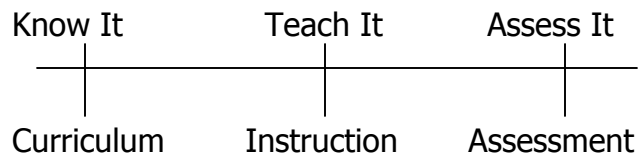
Making It Work

Developed by the Ferguson-Florissant R-II School District
Curriculum and Instruction Department

Making It Work

- ❑ Know It
- ❑ Teach It
- ❑ Assess It

Alignment



New for Third Cycle

- **Assessments** (Including Performance-Based Assessments) must be included on all lessons.
- **Learner Objectives related to:**
 - Equity: gender equity; racial/ethnic equity; disability awareness and equity
 - Technology
 - Research/information seeking skills
 - Workplace/job-preparedness competencies

Know It

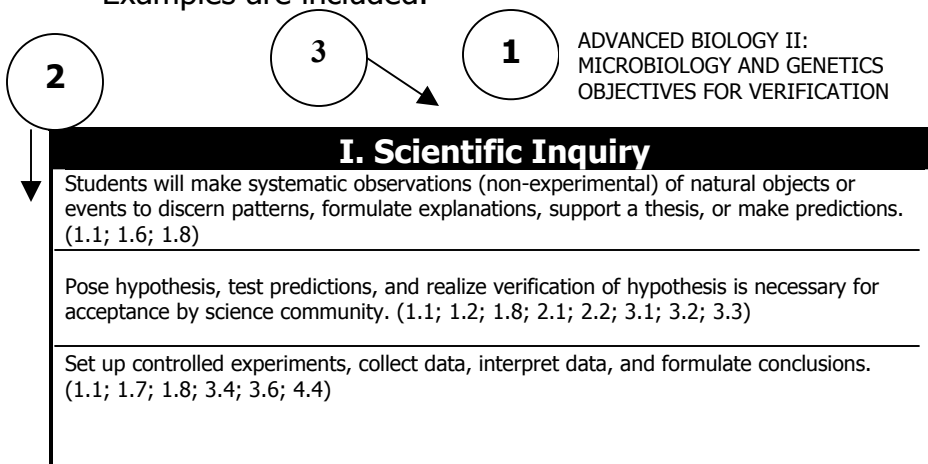
- **BOARD APPROVED CURRICULUM**

- Verification Sheets
- Lesson/Assessment Template
- Scoring Guides

All aligned to the Show-Me Standards and the State Frameworks

Verification Sheets

- **#1 Heading for each course or grade level content area.**
- **#2 Specific, measurable performance objectives.**
- **#3 Headings may be different depending on discipline.**
Examples are included.



Verification Sheets

4

5

Date Assessed	How Assessed

▪ #4 Date Assessed

▪ #5 How Assessed

Examples are given. There are many other ways of assessing students.

T= Test

PJ= Project

P= Presentation

L= Lab

Teach It

1

3

2

Unit/Topic/Lesson Title Type here

Subject/Course: Type Here

Grade Level(s): ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Situation for Best Use: ☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Groups ☐ Labs ☐ Other

Approximate Time Required for Task/Lesson: Type Here

4

5

District Template

#1 UNIT/TOPIC/LESSON TITLE:

Examples: Civil War, Food chain and Webs

Elementary – Unit, Topic – Weather, Symmetry, etc.

#2 SUBJECT/COURSE TITLE:

CA, MA, SS, SC, FA, PE/H, etc.

#3 GRADE LEVELS:

More than one grade level may be checked.

#4 SITUATION FOR BEST USE:

Groupings, Labs, etc. More than one may be checked.

#5 APPROXIMATE TIME REQUIRED FOR TASK/LESSON:

Examples – one day, three days, one day/homework, one week, one month, one block, etc.

Teach It

District Template

"Show-Me" Process & Content Area Standards

Type here:

6

A+ Tracked competencies: (high school)

C competency #

7

Instructional Objectives/Competencies:

Type here:

8

#6 "SHOW-ME" PROCESS AND CONTENT STANDARD (REFER TO PLACEMAT) The lesson must be aligned with a minimum of Process and Content Standards.

For the 3rd Cycle of MSIP, the objective must reflect the standard (or subtopic). Two to three standards – best; more than 5 – too many.

Examples: Goal 1 - #5

Goal 4 - #1, #3,, H/PE - #3

#7 A+ TRACKED COMPETENCIES (HIGH SCHOOL ONLY)

C _____ (place #)

#8 INSTRUCTIONAL OBJECTIVE(S)/COMPETENCIES:

These are the competencies (measurable learner objectives) that this lesson is intended to assess. Please write out competencies being assessed; do not abbreviate.

Teach It

District Template

Prerequisite Knowledge/Skills/Vocabulary:

Type here:

9

Student Support/Enrichment:

Type here:

10

Character Education/Equity:

Type here:

11

#9 PREREQUISITE KNOWLEDGE/SKILLS/VOCABULARY:

These are the knowledge/skills/vocabulary a student should have or need to learn prior to the lesson or task.

#10 STUDENT SUPPORT/ENRICHMENT:

What changes are needed for the accelerated student, low-performing student, etc.

Example: Student mentor will help with the taping and interview questions on the Cold War.

#11 CHARACTER EDUCATION/EQUITY:

Fill in Character Plus traits or any other traits.

EQUITY concepts must be related to equal treatment, equal rights, and equal access for all. Equity consists of three concepts: **gender equity, racial/ethnic equity, and disability awareness equity**. These concepts must be taught at the elementary, middle, and high school levels.

Teach It

District Template

Career Pathways/Workplace-Readiness Skills:

Type here:

12

Materials/Resources Required:

Type materials here:

13

#12 CAREER PATHWAYS/WORKPLACE-READINESS SKILLS:

There are **six** major **Career Pathways**:

- Arts and Communications
- Business, Management and Technology
- Health Services
- Human Services
- Industrial and engineering Technology
- Natural Resources and Agriculture

These concepts must be taught at all three grade levels.

Workplace-Readiness Skills are listed on the two accompanying sheets (SCANS).

Example: Organize ideas and communicates oral messages appropriate to listeners and situations.

#13 MATERIALS/RESOURCES REQUIRED:

Materials/resources necessary to teach the lesson.

Teach It

District Template

Technology:

- ☐ Database/Spreadsheet
- ☐ Desktop Publishing
- ☐ E-mail/Internet
- ☐ Presentation Programs
- ☐ Problem Solving/Simulations
- ☐ Tutorials
- ☐ Web pages/Graphics
- ☐ Word Processing
- ☐ Other

14

Cognitive Processes:

- ☐ Knowledge
- ☐ Comprehension
- ☐ *Application*
- ☐ *Analysis*
- ☐ *Synthesis*
- ☐ *Evaluation*

15

#14 TECHNOLOGY:

Mark the type of technology used in the lesson. Types of technology are:

- Designing Web pages
- Using Internet electronic resources, e-mail, word processing programs, spreadsheets
- Using desktop publishing
- "Other" is reserved for any type of technology not listed

#15 COGNITIVE PROCESSES:

Mark the difficulty and cognitive level(s) this lesson accomplishes.

At the high school level, lessons must be at the application level or higher on Bloom's Taxonomy.

At the middle or elementary levels, a majority of the lessons must be at the application level or higher on Bloom's Taxonomy.

Bloom's Taxonomy

APPLICATION LEVEL—includes activities where the student applies what has been learned to a new situation.

Key words to use in developing questions:

- Predict what would happen if
- Choose the best statements that apply
- Select
- Judge the effects
- What would result, explain

ANALYSIS LEVEL—requires the student to “take apart” his/her information to examine or work with the different parts such as ability to categorize, ability to perceive similarity in different things, etc.

Key words to use in developing questions:

- Distinguish
- Identify
- What is fact or opinion, theme, main idea, fallacies
- What assumptions

SYNTHESIS LEVEL—requires a student to create or invent something. Requires bringing together more than one piece of information, idea, concept, or set of skills.

Key words to use in developing questions:

- Create, tell, make, do, dance
- Choose
- Propose an alternative, plan
- Design, compose, develop
- How would you test

EVALUATION LEVEL—highest level of thinking. Judgments are made when there is more than one possible point of view. The difference between a judgment and a guess is that the student can give reasons to support the judgment.

Key words to use in developing questions:

- Appraise, judge, criticize
- Defend
- Compare
- Find the errors
- Which is appropriate

Teach It

District Template

Instructional Strategies:

16

- ☐ Brainstorming/Discussion
- ☐ Computer Activities
- ☐ Cooperative Learning
- ☐ Debates/Critiques
- ☐ Exhibits/Samples/Displays
- ☐ Graphic Organizer
- ☐ Guided Discovery
- ☐ Hands On/Lab Activity
- ☐ Integrated/Multidisciplinary
- ☐ Modeling/Demonstration
- ☐ Presentation/Lecture
- ☐ Role Playing
- ☐ Other

#16 INSTRUCTIONAL STRATEGIES:

Teachers select the strategies they use in the lesson(s), task, unit, etc. The items on the list should be checked. The instructional strategies most commonly referred to by the state are: cooperative learning, whole-group instruction, computer-assisted learning, hands-on activities, projects, experiments, peer coaching, discussion, lecture, research, small-group instruction, etc.

Teach It

District Template

Evidence of Student Achievement:

17

- ☐ Essay/Report/Poem/Journal
- ☐ Exhibit/Presentation/Recital
- ☐ Graphs/Charts/Maps/Artifact
- ☐ Homework/Daily Work/Checklist
- ☐ Interview/Questioning
- ☐ Observation (Student/Teacher)
- ☐ Participation (Individual/Group)
- ☐ Performance Task/Role Play
- ☐ Research
- ☐ Self-Assessment/Reflection
- ☐ Written Test/Quiz
 - ☐ Selective Response
 - ☐ Constructed Response
 - ☐ Performance Event
- ☐ Other _____

#17 EVIDENCE OF ACHIEVEMENT:

Teachers identify the assessment activities they use to show that students have achieved the measurable learner objectives. The state requires teachers to identify where **Research skills** are taught at the elementary, middle, and high school levels. **Research Skills** must be placed in the directions section (#20) of the template.

Teach It

Evidence of Student Achievement:

- ☐ Essay/Report/Poem/Journal
- ☐ Exhibit/Presentation/Recital
- ☐ Graphs/charts/Maps/Artifact
- ☐ Homework/Daily Work/Checklist
- ☐ Interview/Questioning
- ☐ Observation (Student/Teacher)
- ☐ Participation (Individual/Group)
- ☐ Performance Task/Role Play
- ☐ Research
- ☐ Self-Assessment/Reflection
- ☐ Written Test/Quiz
 - ☐ Selective Response
 - ☐ Constructed Response
 - ☐ Performance Event
- ☐ Other _____

District Template

#17 EVIDENCE OF ACHIEVEMENT:

The state lists assessment strategies most commonly found in curriculum guides – quizzes, unit tests (using selected or constructed responses); complex performance tasks (i.e., projects, speeches, essays, concepts maps, experiments, etc.) with specific scoring criteria.

Teach It

Feedback given to Students:

- ☐ Oral Comment(s)
 - ☐ Scoring Guides
 - ☐ Score(s)
 - ☐ Written Comment(s)
 - ☐ Conference
 - ☐ Other
- _____
- _____
- _____

18

District Template

#18 FEEDBACK TO BE GIVEN TO STUDENTS:

Scoring guides or other means of assessing students must be attached and/or explained in section (#20) of the Template.

Teach It

District Template

Unit/Lesson Designer: Type here

19

Description of lesson – Include what students do, perform, or produce and how objectives/competencies are assessed.

Assessments must be attached.

20

Type here

#19 TASK/LESSON DESIGNER:

Name teacher(s)/department creating the lesson plan(s).

#20 DESCRIPTION SPACE:

This space is reserved for teachers to write a description of a lesson, which must include

- What students do, perform, or produce
- How objectives/competencies are assessed
- **ASSESSMENT ITEMS MUST BE ATTACHED**

Assess It

Varied assessment activities must be aligned to the Show-Me Standards and the State Frameworks, including

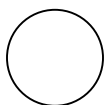
- **Selected Response items** (multiple choice questions)
- **Constructed Response items**
Closed ended—Question in which there is only one answer.
Open ended—Question that will elicit several plausible solutions.
- **Performance Tasks/Events**—A problematic situation posed by a prompt that requires multi-step problem solving often supported by an explanation.
- **Other Forms of Assessing**
Teacher Observation
Peer Evaluation/Teacher Evaluation (with written guidelines)

Curriculum Guide

Curriculum Guides must be used to direct student instruction.

The state will assess through interview questions whether teachers use their written curriculum guides. Questions to be asked include:

- I have a **curriculum guide** for all subjects I teach;
- My **curriculum guides** provide ways to measure whether students have attained each objective;
- My **curriculum guides** are useful to me in designing lesson plans;
- I know how my curriculum is **aligned to the benchmarks** on the MAP; and
- How frequently I use the **curriculum guide(s)**—daily, weekly, biweekly, monthly, semi-annually, annually, etc.



ADVANCED BIOLOGY II: MICROBIOLOGY AND GENETICS OBJECTIVES FOR VERIFICATION

T = Test
PJ = Project
P = Presentation
L = Lab

2	3	4	5
	↓	Date Assessed	How Assessed
I. Scientific Inquiry			
<p>Students will make systematic observations (non-experimental) of natural objects or events to discern patterns, formulate explanations, support a thesis, or make predictions. (1.1; 1.6; 1.8)</p> <p>Pose hypothesis, test predictions, and realize verification of hypothesis is necessary for acceptance by science community. (1.1; 1.2; 1.8; 2.1; 2.2; 3.1; 3.2; 3.3)</p> <p>Sets up controlled experiments, collect data, interpret data, and formulate conclusions. (1.1; 1.7; 1.8; 3.4; 3.6; 4.4)</p>			

District Template

Ferguson-Florissant School District

Materials/Resources

Required:

Type materials here:

13

14

Technology:

- ☐ Database/Spreadsheet
- ☐ Desktop Publishing
- ☐ E-mail/Internet
- ☐ Presentation Programs
- ☐ Problem Solving/Simulations
- ☐ Tutorials
- ☐ Web Pages/Graphics
- ☐ Word Processing
- ☐ Other

15

Cognitive Processes

- ☐ Knowledge
- ☐ Comprehension
- ☐ *Application*
- ☐ *Analysis*
- ☐ *Synthesis*
- ☐ *Evaluation*

1
Unit/Topic/Lesson Title Type here

2
Subject/Course: Type here

Grade Level: ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Situation for Best Use: ☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group ☐ Labs ☐ Other

Approximate Time Required for Task/Lesson: Type here

5

4

“Show-Me” Process & Content Standards

Type here

6

A+ Tracked Competencies: (high school) C competency #

7

Instructional Objectives/Competencies:

Type here:

8

Prerequisite Knowledge/Skills/Vocabulary:

Type here:

9

Student Support/Enrichment

Type here:

Character Education/Equity:

Type here:

Career Pathways/Workplace-Readiness Skills:

Type here:

10

11

12

Instructional Strategies:

- ☐ Brainstorming/Discussion
- ☐ Computer Activities
- ☐ Cooperative Learning
- ☐ Debates/Critiques
- ☐ Exhibits/Samples/Displays
- ☐ Graphic Organizer
- ☐ Guided Discovery
- ☐ Hands On/Lab Activity
- ☐ Integrated/Multidisciplinary
- ☐ Modeling/Demonstration
- ☐ Presentation/Lecture
- ☐ Role Playing
- ☐ Other: _____

Evidence of Student Achievement:

- ☐ Essay/Report/Poem/Journal
- ☐ Exhibit/Presentation/Recital
- ☐ Graphs/Charts/Maps/Artifact
- ☐ Homework/Daily Work/Checklist
- ☐ Interview/Questioning
- ☐ Observation (Student/Teacher)
- ☐ Participation (Individual/Group)
- ☐ Performance Task/Role Play
- ☐ Research
- ☐ Self-Assessment/Reflection
- ☐ Written Test/Quiz
 - ☐ Selected Response
 - ☐ Constructed Response
 - ☐ Performance Event
- ☐ Other: _____

Feedback Given to Students:

- ☐ Oral Comment(s)
 - ☐ Scoring guides
 - ☐ Score(s)
 - ☐ Written Comment(s)
 - ☐ Conference
 - ☐ Other
-
-

19**Unit/Lesson Designer:** Type here:

Description of lesson – Include what students do, perform, or produce and how objectives/competencies are assessed.
Assessment items must be attached.

20

Type here:

Fort Osage School District
Curriculum, Instruction & Assessment Department
Instruction Strategy/Assessment Template
(Use the Tab key or mouse to navigate from cell to cell)

Name of teacher(s) submitting: _____

Date: _____

Building: _____

Grade Level/course name _____

Please write the objective(s) for which you are submitting the instructional strategy and assessment strategy. Write the entire objective or objectives. *(Pressing the Alt key and the Enter key at the same time will allow you to move down a line, within the box.)*

Please write the page number(s) from the curriculum guide that the objective is located: _____

**Fort Osage School District
Curriculum, Instruction & Assessment Department
Instruction Strategy/Assessment Template**

Please remember to include the following in the instructional strategy (activity) and/or assessment strategy descriptions:

- Identify the process used for instruction (i.e., whole group instruction/discussion/lecture, cooperative groups/small or large, learning centers, etc.)
- Brief explanation of how the students will achieve the objective
- Use of appropriate verbs that identify the level(s) of thinking in the write-up (samples on reverse side)
- Make sure the instructional strategy and assessment strategy address the skills listed in the objective(s).
- The instructional strategy and assessment strategy must clearly state ways to achieve the objective.

Instructional Strategy (activity):

(Pressing the Alt key and the enter key at the same time will allow you to move down a line, within the box.)

Fort Osage School District
Curriculum, Instruction & Assessment Department
Instruction Strategy/Assessment Template

(Pressing the Alt key and the Enter key at the same time will allow you to move down a line. Within the box)

Assessment Strategy:

PLEASE CITE ANY SOURCE(S) YOU HAVE REFERENCED OR USED FOR YOUR ACTIVITIES AND ASSESSMENTS IN ORDER TO SATISFY COPYRIGHT LAWS.

Please indicate "X" any equity concepts the instructional strategy/assessment strategy addresses:

Gender equity	<input type="checkbox"/>	Technology	<input type="checkbox"/>
Racial/ethnic equity	<input type="checkbox"/>	Research/information-seeking skills	<input type="checkbox"/>
Disability awareness & equity	<input type="checkbox"/>	Workplace job-preparedness	<input type="checkbox"/>

**Adrian R-3 School District
Curriculum & Instruction**

Curriculum Guide Page

PROGRAM:

COURSE/GRADE LEVEL:

COURSE/GRADE LEVEL COMPETENCY:

**Adrian R-3 School District
Curriculum & Instruction**

GUIDE PAGE PREFACE

PROGRAM:

COURSE/GRADE LEVEL:

In (Program Area), students in the Adrian R-3 Schools will acquire a solid foundation that includes knowledge of

ADRIAN R-3 COURSE/GRADE LEVEL COMPETENCIES

PROGRAM: _____ COURSE/GRADE LEVEL: _____

<u>Specific Knowledge, Skill, or Competency</u>	Show-Me Standards
The student will:	
A.	Process: Content:
B.	Process: Content:
C.	Process: Content:
D.	Process: Content:
E.	Process: Content:
F.	Process: Content:
G.	Process: Content:
H.	Process: Content:
I.	Process: Content:
J.	Process: Content:
K.	Process: Content:
L.	Process: Content:
M.	Process: Content:
N.	Process: Content:
O.	Process: Content:

ADRIAN R-3 CURRICULUM CONTENT MAP

TEACHER NAME:							GRADE: COURSE:	
AUG/SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY

Selected Responses to the Curriculum Sampler Survey: Putting It All Together

How were specific measurable learner objectives determined?

Objectives were determined by examining what students were expected to know and be able to do at the end of a grade range according to the Frameworks/Assessment Annotations for the subject area. Those were the end points and each grade level determined what would need to be objectives at each grade level in order for the students to reach the end points by the time the MAP was given. Additional determinations were considering what students needed to know and be able to do to succeed in Advanced Placement courses and on other tests such as the ACT.

In developing the foreign language curriculum, it was decided to determine what objectives would be expected of students regardless of the language being studied. All foreign language teachers worked together to develop the objectives for the foreign language courses and the objectives were the same for all languages. From this collaboration it was also decided to add a course called “Exploratory Foreign Language” at the junior high school level. This would expose students to several languages and cultures and give them a more informed basis to decide which foreign language they would like to pursue. *(Cathy Evans, Assistant Superintendent, Cape Girardeau School District #63)*

Note: Examples from the exploratory foreign language course are included in the format examples section of the *Sampler*.

How did teachers from different grade levels work together to evaluate the articulation of the curriculum from elementary through secondary classes?

We used several approaches in articulating the curriculum. One committee of teachers in grades K-8 met with the curriculum director. The curriculum director also met with groups of teachers at these levels: K-5, 6-8, and 9-12. After the initial meetings, grade span teachers met. At times the grade span groups would also include the grade level above and/or below it. The high school and middle school teachers met once. *(Patricia Winkler, Curriculum Director, Windsor C-1 School District)*

How was internal and external alignment addressed in the curriculum writing process?

Internal alignment was developed through developing a scope and sequence by the EC-12 (early childhood through grade twelve) curriculum committees. Instructional Activity Sheets and Assessments (lesson plans) aligned to the standards demonstrated internal alignment by having the identified standard defined in the learner objective, instructional activity and on the assessment. External alignment was demonstrated by writing curriculum aligned to the K-4, 5-8, 9-12 curriculum frameworks and the Show-Me

Standards. *(Dr. Connie Hurst, Assistant Superintendent for Curriculum and Professional Development, Mehlville R-IX School District)*

How were examples of strategies/activities and assessments compiled?

Once the curricular objectives were written, the curriculum writing team broke up into grade level teams (according to the grade level that each member of the team taught) and worked together (soliciting other grade level teachers throughout the district, if need be) to write activities and assessments to support each objective. The curriculum coordinator and the Curriculum and Instruction office are now working to compile those activities/assessments with the objectives into new curriculum “books”/binders. *(Beth Burchett, Elementary Communication Arts Coordinator, St. Joseph School District)*

How did teachers ensure the assessments gave students opportunities to complete tasks similar to those used in the Missouri Assessment Program (MAP)?

The curriculum was developed on an electronic alignment program that aligned and identified activity sheets (with an attached assessment) to the annotated framework. The annotated framework is the “fair game” material for the MAP. The alignment program also identified the assessment types, so that teachers could check to see if students had practiced the assessment of the standard in the same format used by the MAP. *(Dr. Aurelia Hartenberger, Director of Music, Mehlville R-IX School District)*

How have equity, technology, research, and workplace readiness components been addressed in the curriculum?

These have been a natural outgrowth of the curriculum. We did not have to look for places to “teach” these components. They were there because of the emphasis on variety and real life application skills. *(Joyce Schuster, Director of Curriculum, Boonville R-I School District)*

Was there a discussion of in-depth study of significant concepts? What was the outcome?

Yes. We have greatly reduced the number of elementary units covered to allow for more meaningful, in-depth study. Concepts, cultures, techniques, etc. can be “mixed and matched” to allow for individual teachers’ creativity while still meeting objectives. *(Dr. Sandra Mims, K-12 Art Director, Mehlville R-IX School District)*

How does the curriculum provide higher-order thinking skills and problem-solving skills for students?

We included the thinking skill(s) utilized in each concept directly on the curriculum guide. Because we utilized Bloom’s Taxonomy as a basis for assessment, ALL of the assessment styles, including problem-solving skills, were addressed. *(Tom Schneider, Supervisor, Fine Arts, St. Joseph School District)*

Was there a discussion of application that demonstrates current and emerging career options? What was the outcome?

Yes, there was a discussion of relevant current and emerging career options. Our Advisory Committee, which includes business and community leaders, was very helpful in providing insight into these topics. Individual teachers brought professional journal articles as well for input. *(Pam Hanabury, FACS Coordinator, St. Joseph School District)*

How did teachers ensure the curriculum was connected to students' lives?

We include students in our Advisory Committee, which helped with our curriculum writing. Former students were also sought out for their input based upon previous courses and their relevance to their lives. *(Pam Hanabury, FACS Coordinator, St. Joseph School District)*

Describe the process the district uses to revise the curriculum to meet MSIP standards.

The curriculum coordinator directs the process. All teachers are provided a list of all items on the MSIP checklist and in the Standards and Indicators manual that must be included in the final curriculum for the subject area to address MSIP standards. This is one area that is checked for compliance before curriculum is sent to the board of education. *(Cathy Evans, Assistant Superintendent, Cape Girardeau School District #63)*

The Assistant Superintendent for Curriculum, Curriculum Directors, Curriculum Facilitators and Teacher leaders met to design a district plan for consistent curriculum and set goals that meet MSIP requirements and timelines including using Microsoft Office software program as the district standard to be used by all for typing curriculum. The Superintendent, Board of Education, and Central Office Administrators supported the curriculum development and revision initiative. Principals were informed of the process. Teachers with strong leadership and curriculum background and interest apply, interview and are hired to serve as Curriculum Facilitators.

Remuneration or financial compensation job descriptions are determined in advance. Curriculum Facilitators (teacher leaders) are paid \$30.00 per hour when facilitating a meeting with curriculum committees, \$15.00 per hour when writing curriculum independently.

Curriculum committees are formed with representation from EC-12 schools (each school is to be represented) and grade level representation usually for each grade level or within a couple of years. Curriculum committees do not deny membership if there is high interest.

Specific Curriculum Committee tasks are set forth for each committee to address. Using the MSIP RWF for 6.1 was the starting point and provided an easy, visual graphic. All content areas worked simultaneously.

6.1 MSIP Round 2 requirements were taken to the Board of Education for approval for each curriculum area. Once approved for MSIP Round 2 (with some overlap) MSIP Cycle 3 curriculum requirements were addressed once curriculum objectives were approved.

Curriculum Administrators and the Assistant Superintendent for Curriculum met in advance to determine the form for the Instructional Activity Sheet (IAS) using the MSIP document as a guiding resource for components to be included. Numerous discs were created for distribution with an Instructional Activity Sheet template and instructions on how to complete. These were developed using the district standards software program: Microsoft Word.

Teachers and Curriculum Directors/Facilitators were instructed to use discs for developing Instructional Activity Sheets where possible. Everyone was told to also keep a copy of their work and turn in a copy to their designated Curriculum Director/Facilitator or Assistant Superintendent. All teachers were encouraged to write lesson plans (IAS) for their course or grade objectives. Teachers were paid \$15 per hour outside the school day to write curriculum. Curriculum Directors, Curriculum Facilitators, or the Assistant Superintendent for Curriculum had content area responsibility and collected curriculum for his or her content area, assembled it and prepared it for board of Education approval and implementation.

The Assistant Superintendent and the Curriculum Directors determined curriculum notebook design and organization. Behind-the-scenes work was done to determine how many of each guide to print and to get estimates or bids on printing curriculum.

A rollout plan for distribution and staff development for implementation of curriculum was designed for veteran teachers. A separate staff development program was designed and implemented with new teachers in August prior to school starting. A documentation plan was developed to keep track of disseminations of Curriculum Guides.

Instructional Activity Sheets and Assessments will continue to be developed over the four years of MSIP cycle 3 in which the bulk of the curriculum is to be completed, although curriculum is never complete. *(Dr. Connie Hurst, Assistant Superintendent for Curriculum and Professional Development, Mehlville R-IX School District)*

School Districts with Curricula on the Internet

School District Curricula can be accessed through the
DESE Web site link to District Home Pages

Branson R-IV	Liberty 53
Butler R-5	Morgan County R-I
Cole County R-I	Morgan County R-II
Cole County R-V	Mountain View-Birch Tree R-III
Fort Osage R-I	North Callaway R-I
Fulton 58	Pattonville R-III
Gasconade County R-II	Pettis County R-XII
Hannibal 60	St. Charles County R-V
Holden R-III	Sullivan C-2
Kirksville R-III	Warrensburg R-VI
Lebanon R-III	Waynesville R-VI
Lee's Summit R-VII	Wellington-Napoleon R-IX
	Willard R-II

*Additional districts are adding curricula
to their Web sites throughout the year.*

How to Submit Curriculum Samples

If you want curriculum from your school district to be considered for use in the *Curriculum Sampler*, please contact:

Deborah Fisher, Curriculum Consultant
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102-0480

Telephone: (573) 751-2857
Email: dfisher3@mail.dese.state.mo.us

Appendix A

Curriculum Review Worksheet

I. Required Curriculum Components (ESSENTIALS)

1. A rationale is provided which relates the general goals (why it is being taught) of each subject area and/or course.
 - ☐ Clearly relates
 - ☐ Somewhat relates
 - ☐ No relationship
2. A general description of the content of each subject area at the elementary level and secondary-level course is present.
 - ☐ Clear descriptions provided at appropriate grade groups
 - ☐ Sufficient descriptions provided at appropriate grade groups
 - ☐ Limited or insufficient descriptions provided at appropriate grade groups
3. General goals for graduates have been established for each subject area.
 - ☐ Well-defined goals present in each subject area
 - ☐ Goals available for some subject areas
 - ☐ Few or no goals provided
4. Specific, measurable learner objectives have been written for each course at each grade level.
 - ☐ Measurable objectives written for each course/grade
 - ☐ Measurable objectives written for most courses/grades
 - ☐ Few or no measurable objectives have been written
5. External alignment (referencing) of the measurable learner objectives for each course to the knowledge, skills and competencies that students need to meet the district's goals, the Show-Me Standards and other appropriate standards.
 - ☐ Appropriate references indicated for most objectives
 - ☐ References indicated are appropriate for some objectives
 - ☐ Few or no appropriate references
6. Instructional strategies, activities, and specific formative assessments are provided (including performance-based assessments) for a majority of the learner objectives.
 - ☐ Majority have been developed
 - ☐ Some have been developed
 - ☐ Few or no strategies and assessments developed
7. Evidence exists that individual learner objectives have been articulated by grade level/course.
 - ☐ Strong articulation evident
 - ☐ Some articulation evident
 - ☐ Little articulation evident
 - ☐ Not enough information to determine articulation.

Comments:

8. In the table below, place a check mark in the appropriate area to indicate evidence that equity, technology, research, and workplace readiness are addressed in the curriculum (including guidance, character education, violence components, and others).

	Objectives	Strategies	Activities	Assessments
Equity				
• Gender				
• Ethnicity				
• Disability				
Technology				
Research				
Workplace Readiness				

Comments:

II. Quality Curriculum Components (DESIRABLES)

3- highly agree

2 – somewhat agree

1- disagree

CD- cannot determine

1. The curriculum objectives, strategies, and assessments include the following:

- ___ a. provides in-depth study of significant concepts.
provides experiences and applications that demonstrate current and emerging career
- ___ b. options and connects to life.
provides higher order thinking and problem solving for all students, and provides
- ___ c. opportunities for applications of these skills.
provides for the learning needs of all students while maintaining high
- ___ d. expectations and performances.

Comments:

2. Instructional strategies/activities provide students with opportunities to connect and apply their learning to real-life experiences.

- ___ 3- highly agree
- ___ 2 – somewhat agree
- ___ 1- disagree
- ___ CD- cannot determine

Comments:

3- highly agree 2 – somewhat agree 1- disagree CD- cannot determine

3. Instructional activities and assessments are internally aligned with the curriculum objectives.

____ 3- highly agree
____ 2 – somewhat agree
____ 1- disagree
____ CD- cannot determine

Comments:

4. Instructional activities and assessments are aligned with the Missouri Show-Me Standards, Frameworks and other appropriate national standards.

____ 3- highly agree
____ 2 – somewhat agree
____ 1- disagree
____ CD- cannot determine

Comments:

5. Assessments provide:

- ____ a. opportunities to complete tasks similar to those used on the state assessment (MAP).
____ b. a wide range of opportunities to demonstrate proficiency.

Comments:

III. Strengths

What are the strengths of this curriculum?

Where do you think are areas that need additional work?

What type of annotations needs to be added to clarify this document?

Other comments?